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ABSTRACT

This report describes the Wisconsin Department of Public Instruction's initiatives during 1991-93 and future goals. The goals of the Division for Handicapped Children and Pupil Services included increased leadership and awareness in alternative education programs, school restructuring, school-community collaboration, and educational equity. Future goals include meetings students' social, emotional, physical, educational, and career development needs. Division for Instructional Services goals include establishing state learner outcomes, development of the student performance assessment program, implementing student tests, expanding school-to-work programs, revising the education standards auditing process, and developing interdisciplinary curricular materials. The Division of Library Services goals include improving communication and cooperation between libraries and building a statewide electronic network. Division for Management and Budget goals include organizational changes and administrative rules changes. Division for School Financial Resources and Management Services goals include improving reporting procedures and abilities, educational opportunity programs, and educator services. Appendices A through F include reports for Alcohol and Other Drug Abuse (AODA) programs, public school compliance with pupil nondiscrimination requirements, learning assistance grants, collaborative program grants, the status of Indian education, and the Council on Library and Network Development.
(JPT)

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The 1991-1993 Biennial Report



State of Wisconsin

Department of Public Instruction

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**The 1991-93 Biennial Report
of the
State of Wisconsin
Department of Public Instruction**



Wisconsin Department of Public Instruction
John T. Benson, State Superintendent
Madison, Wisconsin

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John T. Benson
State Superintendent

Robert H. Gomoll
Deputy State Superintendent

October 1993

Governor Thompson, Legislators and
Citizens of Wisconsin,

In accordance with s. 15.04(1)(d) of the Wisconsin Statutes, the Department of Public Instruction submits to you its 1991-93 Biennial Report. This document provides a brief description of the department's initiatives and activities during the past two years and describes some major new areas of focus for the 1993-95 biennium.

Although there has been considerable progress made towards many of the education goals that were established in the last biennium, much still remains to be accomplished during the next biennium. During this period, we look forward to solidifying our partnership with other agencies and groups involved in education as well as the Governor, Legislature and the citizens of Wisconsin.

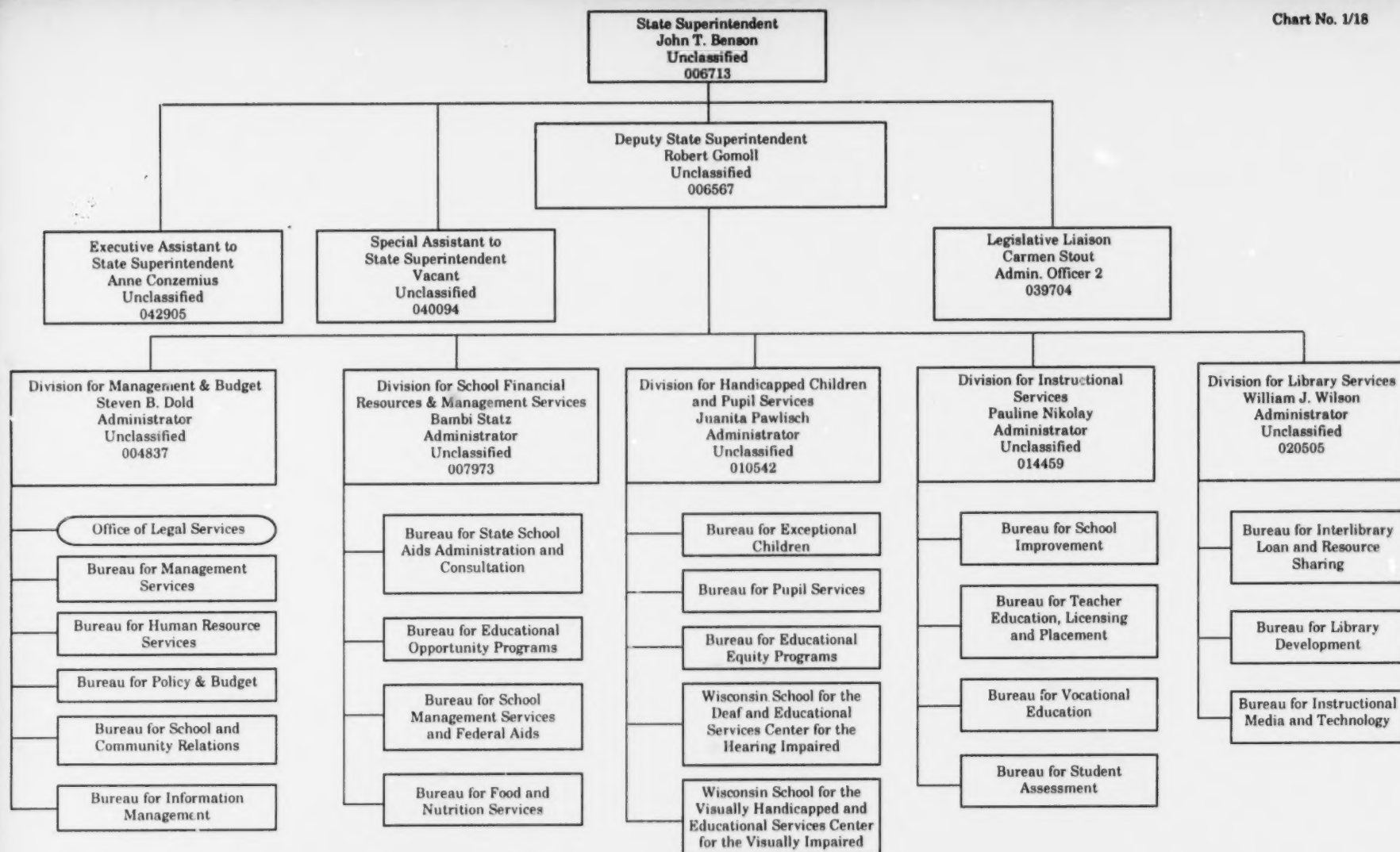
Building from a strong foundation of an excellent Wisconsin public school system, our agenda for the next biennium and beyond will be even more challenging as we continue to create a process and structure in education that will equip our youth to face the enormous complexities of the 21st Century.

It is fitting that we renew our dedication to providing quality education for our youth, for in so doing we help guarantee not only a bright future for our educational system, but also for our youth and country as well.

I urge you to contact my office for more specific information on any areas of interest to you.

Sincerely,

John T. Benson
State Superintendent



Office of State Superintendent

The Wisconsin Department of Public Instruction is headed by the State Superintendent of Public Instruction, a nonpartisan, elected constitutional officer who is directly responsible to the people of the state for the supervision of elementary and secondary public education.

The mission of the department is to assure equal elementary and secondary educational opportunities and services for all children according to their individual needs and aspirations and to assure access to public library services to all state citizens.

Article X, Section 1, of the Wisconsin Constitution vests the responsibility for supervision of public instruction with the state superintendent and such officers as the Legislature may direct. The duties and powers of the superintendent and the department are described in Chapter 115 of the Wisconsin Statutes. Major responsibilities of the state superintendent are supervising of public elementary and secondary schools, providing for educational program review, providing for the education of handicapped children, licensing and certifying of teachers, acceptance of federal education aid, assessing pupil achievement statewide and designing a uniform financial accounting system for schools. Chapter 121 of the statutes describes state-administered aids for public schools and Chapter 43 describes the department's role in the development of library services throughout the state.

The programs and services of the department are provided by the state superintendent and his immediate staff, consisting of the deputy state superintendent, executive assistant, special assistant, and legislative liaison, and five administrative divisions: Handicapped Children and Pupil Services, Instructional Services, Library Services, Management and Budget, School Financial Resources and Management Services.

Division for Handicapped Children and Pupil Services

The division consists of three bureaus, the Wisconsin School for the Deaf and the Wisconsin School for the Visually Handicapped and provides technical assistance, leadership, school staff development and training related to meeting the diverse cultural, educational, emotional, social and health care needs of children and youth. These activities are implemented through collaboration with federal, state and local educational, health, social service and other agencies as well as with parent, community, special interest and advocacy groups.

The division's goals for 1993-95 include increased leadership/awareness in offering alternative educational programs and instructional strategies, assisting districts in restructuring schools to promote school success, providing models for school/community collaboration around services delivery, and promoting effective leadership for educational equity. In addition, the division will assist school districts in the development and implementation of programs and services which support all pupils in their social, emotional, physical, educational, and career development needs and will promote healthy behaviors enabling pupils to learn through developmentally appropriate prevention, intervention, and post-intervention educational programs. The division will study and more fully develop a system for short-term placements for visually impaired students and explore options for a summer program for school-aged visually impaired students and will continue strengthening relationships between the Wisconsin School for the Deaf (WSD), the local educational agencies, and the families it serves through outreach and community-based forums. The division, through WSD, will continue to emphasize the need for a bilingual/bicultural philosophy in educating deaf children and will emphasize a greater utilization of deaf role models in the educational and daily living aspects of the program in order to strengthen students' self-concepts and understanding of job and career

opportunities. Finally, the division will develop rules relating to student placement in child caring institutions and conduct statewide hearings relating to the needs, including transitional needs from the school to adult environment, of children with attention deficit disorder, autism, and traumatic brain injury.

Bureau for Exceptional Children

The bureau provides leadership and consultation including program development, implementation and monitoring, review and processing of agency applications for distribution of federal monies, and responding to federal data requirements related to the education of children having exceptional educational needs (EEN). The educational consultants and specialists, with assistance from support staff, have major responsibility for overall statewide analysis, coordination, inservice, and supervision of special education and related services for EEN children in Wisconsin. These activities are carried out by the Early Childhood, Sensory, and Language Impaired Section; Developmental, Behavioral, and Learning Impaired Section, and Program Review and Compliance Section.

Since 1972, the number of children identified as having an EEN and the number of programs offered to these children have more than doubled.

In the 1991-93 biennium, the department completed the activities defined in *The 1991-92 Exceptional Needs State Plan*. This state plan guided many of the activities associated with the division.

In the 1991-93 biennium, the bureau published a revised project application manual which guided school districts in obtaining their federal Individuals with Disabilities Education Act (IDEA) entitlement funds and in competing for approximately \$7 million of available discretionary funds in one or more of the service initiatives identified in the state plan. In addition, districts obtained preschool entitlement funds, also under IDEA, and competed for approximately \$3 million of available discretionary funds for preschool programs.

The bureau continued to sponsor statewide conferences and workshops on such special education topics as serving children with severe and profound disabilities, providing effective vocational educational programs for children with disabilities and exploring issues in programming with emphasis on the least restrictive environment. Strong emphasis continues to be placed on the transition of youth from school to community. Major publications developed during the last biennium include: *Language Sample Analysis: The Wisconsin Guide, Educational Assessment of Emotional Disturbance: An Evaluation Guide, Accessing the Health Care Financing System: A Resource Guide For Local Education Agencies, A Guide to Curriculum Planning for Visually Impaired Students, and Gender Disparities in Special Education*. In addition the bureau produced three reports for the legislature; *School District Use of Federal Special Education Flow-Through Funds, A Study of Minimum Education Requirements in Child Caring Institutions and Secured Correctional Facilities, and Special Education Program Aides in Wisconsin Schools*. The bureau publishes public information documents on services and programs for children with exceptional needs as well as policy bulletins to assist local educational agencies (LEAs).

As part of its continued commitment to plan for new, improved special education programs, the bureau received a three-year U.S. Department of Education Handicapped Personnel Preparation Program grant to instruct non-special education staff in recognizing and serving children with learning and behavioral needs and to begin a statewide initiative to assist emergency licensed teachers to meet certification standards in the areas of learning disabilities and emotional disturbance.

Compliance monitoring continued to be an important responsibility of the bureau. Once every three years, local educational agencies submit a completed monitoring document with substantiating documentation. This paper monitoring system is verified through randomly selected on-site visits to approximately 20 agencies per year. The bureau investigates formal special education complaints. The bureau's compliance section also ensured compliance with pupil nondiscrimination via routine

monitoring and complaint investigation. Responsibility for ensuring pupil nondiscrimination was transferred to the Bureau for Educational Equity Programs as of January 1993.

Bureau staff respond to any person having concerns regarding special education. Telephone access includes TDD (a device for communicating with the deaf) capability. Additional information to parents continued to be disseminated through extensive distribution of *The EEN Triangle of Support: A Guide for Parents* and the *Parent and Child Rights in Special Education* brochure. Parents of deaf and/or blind children have been provided with intensive inservice training through weekend workshops.

The bureau continues to expand its comprehensive special education database that consolidates program and financial information and carries on its efforts to automate data reporting. Reporting on the Department of Health and Social Services' (DHSS) operated and supported programs and services and the addition of individual student scan-sheet information (as required by federal data reporting) have enlarged the special education database. This increase in information streamlines planning, program development and program approval. Future uses for the database point to providing school districts with information to plan and self-monitor local programs. Additionally, LEAs are improving their capabilities to submit reports and data electronically, thus improving the accuracy and timeliness of the data, and reducing costs.

The bureau had three statewide advisory councils, the State Superintendent's Council on Exceptional Education, the State Superintendent's Advisory Committee on Education of Pupils who are Deaf or Hard of Hearing, and the State Superintendent's Advisory Council on Education of the Blind, to advise on activities for children with EEN.

Bureau for Pupil Services

The bureau assists school districts and staff through technical assistance, inservice training and management of state and federal resources in program development and implementation to help pupils in their social, personal, educational, and career development. These activities are administered through the AODA Programs and Pupil Services Team Section.

Alcohol and Other Drug Abuse (AODA) Section — The section assists local school districts to better utilize staff and program resources to develop comprehensive K-12 AODA programs. See Appendix A for more information regarding AODA programs.

Pupil Services Team Section — The section assists local school districts in providing the following programs:

Child Abuse/Sexual Assault Program — The program assists school districts in providing programs regarding child abuse and sexual assault.

In 1992, the department co-sponsored a statewide conference regarding child abuse and neglect prevention. The conference was attended by 457 individuals representing county social services, hospitals, schools, universities, CESAs, and other communities agencies. In May and October 1992, the department provided all school districts with a bulletin outlining the responsibilities of mandatory reporting of abuse and neglect. This bulletin was the result of close cooperation between the department and the DHSS. The department also worked closely with the Children's Trust Fund and the Wisconsin Committee for the Prevention of Child Abuse and Neglect.

Human Growth & Development (HG&D) — The HG&D program encourages school boards to make HG&D instruction available to pupils.

In the 1991-93 biennium, the department provided a major leadership role and worked closely with CESAs in developing HG&D programs. The department provided scholarships to 100 teachers from

49 districts to attend a summer institute on human growth and development at UW-Stevens Point and provided workshops to school staff regarding curriculum development and implementation.

Sexually Transmitted Diseases (STD)/HIV/AIDS Prevention Education Program — The department receives federal funding from the Centers for Disease Control (CDC) to assist Wisconsin schools in integrating STD/HIV/AIDS education into school health programs, and to assist agencies in providing prevention programs to youth in high risk circumstances.

In the 1991-93 biennium, two statewide HIV/AIDS program conferences were held in conjunction with the DHSS, each drawing over 600 participants. Three training programs were held for CESA HIV/AIDS education teams, with these teams providing technical assistance and inservices to approximately 75 percent of districts per year on curriculum and instruction related to STD/HIV/AIDS. Program consultants implemented approximately 15 multi-day training programs for school district staff and youth service workers working with youth in high risk circumstances.

In the 1991-92 school year, \$5,000 was awarded to each of the 12 CESAs. In the 1992-93 school year, \$4,000 was awarded to each of the 12 CESAs. In 1992-93, CESA 1 received an additional \$6,385 to provide to four community-based organizations and CESA 9 received an additional \$1,050 to provide to the Great Lakes Inter-Tribal Council.

Comprehensive School Health Program Initiative — In April 1993, the Center for Disease Control (CDC) expanded the department's STD/AIDS/HIV initiative by awarding additional funds to address high risk behaviors associated with tobacco use, sedentary life styles and poor dietary patterns. In addition, the department received funds to work collaboratively with the DHSS to strengthen the infrastructure for comprehensive school health programs in Wisconsin. The department was also selected by CDC to be a national training and demonstration center to provide training for other states and territories in comprehensive school health education.

School Age Parent Programs — The program provides services and instruction designed to meet the needs of school age parents. In the 1991-93 biennium, program activities included collaboration with DHSS to coordinate services offered to teen parents and provided professional and financial support to LEAs and CESAs with respect to programs and services. In 1991-93, \$1,607,699 was expended for 130 programs.

School Counseling Programs — The program provides assistance to school districts in implementing comprehensive K-12 developmental guidance programs. In the 1991-93 biennium, program staff evaluated school counselor preparation programs; coordinated the school counselor intern program, including a statewide conference; participated in the review of standard "e," guidance and counseling services in Wisconsin school districts; and participated in the Wisconsin Counseling Implementation Panel which recommended changes to improved career counseling for the school-to-work transition.

School Nursing and Health Services — The program consultant assists school nurses and public health nurses in providing health service programs to schools. In the 1991-93 biennium, the program consultant participated in numerous associations, councils and committees including School Nurses of Wisconsin, Wisconsin State School Health Council, and the Wisconsin Nursing Coalition. The program consultant also conducted training regarding the role of the school nurse in providing a comprehensive school health service program and in the pupil services delivery model.

School Psychology Program — The program assists school districts in providing school psychology programs. In the 1991-93 biennium, the program consultant participated in various councils, committees, and associations, including the Wisconsin Council on Mental Health; the Wisconsin School Psychologists Association Board; and the Dane County Task Force on Gang Prevention. The program consultant also conducted several training sessions regarding attention deficit disorder, corporal punishment, pupil services delivery models, American College Testing, teen pregnancy prevention,

pupil records, and school violence prevention. Audits of the Milwaukee Public Schools and four university training programs were completed. A *Pupil Services Resource and Planning Guide* and a statewide school violence prevention proposal was developed.

School Social Work Program — The program assists school districts in providing school social work programs. In the 1991-93 biennium, the program consultant attended 21 regional workshops with school social workers, met with UW-Madison and UW-Milwaukee staff regarding graduate social work education for school social workers, provided technical assistance to the Wisconsin School Social Workers Association and to districts on the establishment and maintenance of school social work programs, and developed a child abuse and neglect inservice training packet for use by school social workers and other pupil service staff with county child welfare workers.

Youth Suicide Prevention Programs — The program assists school districts in providing youth suicide prevention programs. All districts now have curriculum in place to deal with this problem. In the 1991-93 biennium, the program consultant assisted 23 school districts in updating policies and procedures and participated in five regional workshops on youth suicide prevention.

Bureau For Educational Equity Programs

The bureau provides technical assistance and leadership services including school district consultation, school staff training, information dissemination, and development of professional publications and materials to more equitably serve all of Wisconsin's school age children through educational opportunity and greater sensitivity to the developmental needs of the diverse ethnic and cultural heritages represented among our state's school population. The bureau consists of the Equity and Multicultural Education Section, Alternative Programs Section, and the Special Needs Section.

Equity and Multicultural Education Section — The section ensures that all children receive an equitable education and administers the following programs:

American Indian Studies Program — The program provides training, technical assistance and curriculum development to school districts in the areas of American Indian studies and multicultural education.

In the 1991-93 biennium, the department, with the American Indian Language and Culture Education Board, developed curriculum for grades four through twelve on Chippewa Indian Treaty off-reservation rights to hunt, fish, and gather. As required by statute, the department developed administrative rules requiring persons who are seeking a license to teach to receive instruction in minority group relations, including instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in the state. The rules also required each school board to include this instruction at least twice in the elementary grades and once in high school.

Program staff have developed and distributed instructional planning and resource materials; provided training via inservices, workshops, and conferences with more than 3,000 teachers annually; contracted with UW-Eau Claire to develop curriculum on tribal treaty rights; established a working ad hoc committee; and maintained contact with appropriate tribal, educational, and other local, state, and national constituents.

Bilingual-Bicultural Education and National Origin Equity Programs — The bilingual-bicultural education (state) and national origin equity (federal) program staff provide educational services to schools throughout the state who work with limited-English proficient (LEP) students. The program provides staff development training and technical assistance in cross-cultural communications; cultural aspects of LEP students; second-language acquisition; multicultural education; parent involvement; program evaluation; and grant proposal writing.

In the 1991-93 biennium, approximately 500 educators and parents attended the annual state bilingual/English as a second language (ESL) education conferences. Program staff have visited each of 35 bilingual/ESL programs in the state and provided a comprehensive site visit report to each district; attended state and national conferences; and provided information to the state legislature as requested.

The Legislative Audit Bureau (LAB) conducted an audit of the state bilingual-bicultural program during FY 93 and issued their report on June 29, 1993.

Numerous administrative procedures were changed during the biennium to reduce paperwork and to increase accountability in light of decreasing department and categorical aid resources.

Pupil Nondiscrimination Program — Responsibility for ensuring pupil nondiscrimination was transferred to this bureau in January 1993. For information on pupil nondiscrimination, refer to Appendix B.

Race Equity — The program assists local school districts in providing programs relative to human relations, multicultural education, prejudice reduction, pupil nondiscrimination, and other pertinent areas of race equity. Telephone consultations and dissemination of resources are major services provided by staff.

In the 1991-93 biennium, the program co-sponsored several statewide conferences for students, parents, educators, and representatives from community-based organizations. A training-of-trainers session was also completed for a group of educators from selected districts around the state in order to implement a prejudice-reduction program entitled "A World of Difference."

Sex Equity - The program assists school districts in promoting equity in instruction, curriculum, and the school environment and in implementation of federal and state gender equity statutes. In an effort to achieve equitable treatment of female and male students of all races, the program works with department staff, district staff, teacher educators, and community-based organizations to infuse gender equity concepts into all areas of public education.

In the 1991-93 biennium, the program republished handbooks for equity in athletics and for implementation of state and federal sex equity laws and has contributed to a revision of the *Wisconsin Model for Sex Equity in Career and Vocational Education*. The publication *Classroom Activities in Sex Equity for Developmental Guidance* has been reprinted due to state and national demand, as has a packet of policies, procedures, and training resources on sexual harassment.

In the 1991-93 biennium, the program consultant provided training on equitable instruction and curriculum through the national gender/ethnic expectations and student achievement (GESA) program. The program co-sponsored an annual statewide sex equity conference in November in cooperation with the vocational equity program.

Alternative Programs Section — The section defines, develops, identifies, and promotes effective alternative educational programs to serve diverse pupil populations. The section also administers the educational and health and social services for pupils and their families category of the learning assistance program grants and the collaborative service program and project grants. For more information regarding the learning assistance program and collaborative program grants, see appendices C and D, respectively. The section also administers the following programs:

Alternative Education — The program promotes adapting instructional techniques and presenting curriculum in a way that increases the motivation, understanding, and achievement of all students. A workgroup, created by the state superintendent in January 1991, researched effective alternative education practices.

In 1992, an *Alternative Programs Survey* was published which identified, described, and listed contacts for many of the alternative education programs in the state. In addition, an information bulletin, *Developing and Operating Alternative Education Programs in Wisconsin's Public Schools*, was completed and distributed statewide.

In the 1991-93 biennium, workshops were held and on-site visits were made to alternative education programs to collect information and provide technical assistance. A fact sheet on alternative education, a policy statement on licensing issues, and a chart detailing high school instructional graduation requirements were sent to district administrators throughout the state. In addition, several position papers on alternative education programs are near completion and a resource and planning guide has been outlined.

Children-At-Risk Programs — The program assists school districts in identifying and planning programs to meet the needs of children who are at risk of school failure. In 1991, the compulsory school attendance law changed to allow 16-year-old children at risk to attend a technical college upon the request of the parents. The school board is required to allow the student to attend the VTAE. An informational report on compulsory school attendance was sent to district administrators.

Based on 1991-92 annual reports, required to be submitted by districts that meet certain criteria, 19,326 students were enrolled in children-at-risk programs and \$3.5 million in state aids were distributed to districts that met the funding criteria. For the first time, funds were prorated at a 77.9% rate. An estimated 22,468 students were to be served in 1992-93.

In the 1991-93 biennium, program staff conducted numerous workshops, conferences and regional meetings to provide information about legal requirements, successful models and new practices for serving children at risk.

Education for Homeless Children and Youth Program — This program addresses the educational needs of homeless children and youth and provides direction for school districts to serve these pupils consistent with the Stewart B. McKinney Homeless Assistance Act.

Through 1990 census surveys from existing homeless shelters, domestic abuse shelters, and school districts, there are estimated to be approximately 10,000 homeless children and youth in Wisconsin.

In the 1991-93 biennium, program staff created informational materials and presented six regional workshops to create awareness of homelessness in Wisconsin. Collaboration with the Wisconsin Association of School Boards resulted in a school policy publication, "Educating Homeless Children." The department's homeless program is coordinated with other agencies and committees including the Interagency Coordinating Committee on the Homeless and the Wisconsin Coalition to End Homelessness.

Designated Vocational Instruction Program — By providing instructional support to pupils and teachers, this program has helped to successfully integrate special education students into regular vocational education classes. The program's goal is to ensure the successful transition of special education students to the world of work.

In the 1991-93 biennium, two guides, *Parental Involvement in Vocational Education for Special Needs Youth*, and *Designated Vocational Instruction: A Cooperative Process for Change*, were developed and distributed. The second guide is considered a major nationwide resource in this field and is being used as a manual for educators, teacher trainers, and participants in transition workshops.

Program staff assisted in the planning, development, and expansion of university training courses designed to prepare school district teams to implement the designated vocational instruction program approach.

Vocational Education Special Needs — The department's vocational education special needs program ensures that all students who have special needs have full access and opportunity for success in vocational education programs and activities. In the 1991-93 biennium, program staff consulted school personnel in adapting and modifying instructional strategies to accommodate the needs of special populations in order to facilitate their learning.

The Job Training Partnership Act (JTPA) — Funding is provided to school districts and CESAs for programs to keep at-risk youth in school earning credit toward graduation. The emphasis is on learning basic, preemployment, and work skills while building a sense of self-worth.

During the 1991-92 school year, the department funded 20 projects involving 1,515 youth in 105 school districts. During the 1992-93 school year, there were 20 projects involving 1,485 youth in 92 districts. Available funds declined from \$1,560,586 in 1984-85 to \$712,342 in 1992-93.

Special Needs Section — This section administers four federally funded Chapter 1 programs which serve educationally disadvantaged children and youth. Section staff assist school districts and CESAs with the application approval process and evaluate these projects to determine pupil achievement in basic and advanced skills. Section staff assisted local project personnel to identify staff development needs. Training opportunities were also provided to parents to strengthen involvement in their children's education.

Chapter 1 — The purpose of Chapter 1 is to improve the educational opportunities of educationally deprived children in schools with a high concentration of poor children by helping those children succeed in the regular classroom, attain grade-level proficiency, and improve basic achievement and advanced skills.

Chapter 1 Basic Grants — This program provides funds to LEAs to meet the needs of educationally deprived children at the preschool, elementary, and secondary school levels. More than 70,000 public and private school students are served annually under this program. In 1991-92, \$80,564,195 was provided under this program and in 1992-93, \$85,240,708 was provided.

Chapter 1 Migrant Program — This program provides funds to LEAs to meet the needs of migratory pupils. Approximately 2,500 migrant children are identified annually for special needs assessment in some 40 Wisconsin school districts. Program staff assist districts in designing, implementing, and evaluating supplementary school-year and summer classes that provide instruction in basic and advanced skills and assist with updating national database records on the children's health and education. In 1991-92, \$800,378 was provided under this program and in 1992-93, \$727,576 was provided.

Even Start Family Literacy — This program is designed to improve the educational opportunities of disadvantaged children and their parents by increasing literacy skills. Seven programs received a total of \$968,118 in 1992-93. Projects are operational for a span of four years. The department and the State Vocational, Technical and Adult Education Board coordinate and collaborate to promote and support family literacy program opportunities for parents needing adult education and their children ages birth-7.

Migrant Education Even Start Family Literacy — This program is administered in collaboration with the Texas, Illinois, and Montana state education agencies to address the literacy needs of migrant farmworker families. The program focuses on a system of educational support responsive to the needs of adults and children as they travel to work in multiple states. A total of \$210,000 was provided in 1992-93, the program's first year of operation.

Wisconsin School for the Deaf (WSD) and Educational Service Center

The WSD provides educational services for school-age children (5-21) throughout the state who are deaf or hard of hearing. Preschool-age children (3-5) are served on a day-pupil basis only. The Educational Service Center provides technical assistance to school districts requesting assistance in meeting the needs of deaf or hard-of-hearing students and their parents in the local district program.

In addition to standard curriculum offerings adapted to meet the unique needs of deaf and hard-of-hearing students, WSD offers special programs in communications development (sign, speech and written expression) and cultural awareness of self and the deaf community. Instruction in the local public schools is available for those students able to benefit from such programming. Hearing students are encouraged to participate in events at WSD so there is mutual benefit. A vigorous after-school activity program encompasses athletic competition and community participation by WSD students.

The enrollment for 1991-92 and 1992-93 was 183 and 180 students respectively. In 1991-92, 20 students graduated, and 12 continued post-secondary programming. In 1992-93, 20 students graduated, and 13 will continue post-secondary programming.

During 1991-93, WSD staff and the Educational Service Center provided direct assistance to 168 non-WSD students, served 1,153 parents and staff, and provided inservice and orientation programs to 5,565 individuals.

WSD is committed to the concept of providing role models for its children. The hiring of deaf or hard-of-hearing staff members increased 8 percent. Forty-six percent of the administrative positions are held by deaf or hard-of-hearing persons. In the 1992-93 school year, a deaf dean of students and a deaf superintendent were hired, both first in the 141-year history of WSD.

Wisconsin School for the Visually Handicapped (WSVH) and Educational Service Center

The WSVH provides services to citizens of Wisconsin who are blind and visually impaired. The primary focus is providing educational services to children who are visually impaired or blind and who have been placed at the WSVH by their local school districts and parents. The second focus is to provide technical assistance to children with visual impairments, their parents, teachers, schools and other agencies that serve people with vision problems throughout the state.

The direct service program offers complete educational programming for students with a visual handicap placed at WSVH. Enrollment for the regular school year in 1991-92 was 98 and in 1992-93, 93. Ninety-one adults were served in 1991 and 97 in 1992 in the adult summer program.

Through outreach services, WSVH provides materials and equipment, consulting services, psycho-educational developmental and vocational evaluations, low vision clinics, inservice programs, and multidisciplinary team and individualized education program development to benefit children with visual impairments who are educated in local school districts. Through the outreach program WSVH provided services to 1,044 children during 1991-92 and 924 children during the 1992-93 school year. The number of books provided by the outreach services was 1,388 in fiscal year 1991-92 and 1,366 in fiscal year 1992-93.

Division for Instructional Services

The division and its three bureaus are responsible for instructional and curriculum programs in Wisconsin's public elementary and secondary schools, developing curriculum materials, teacher preparation program standards, certification and licensure requirements, statewide student assessments, school-to-work transition programs, auditing state education standards, and supervising educational programs.

The division goals for 1993-95 include working with the new state education goals to establish learner outcomes; continued development of the student performance assessment program; statewide implementation of the 8th and 10th grade knowledge and concepts tests; expanded school-to-work program opportunities; revision of the education standards auditing process; increased capability regarding the processing of teacher licenses; and development of interdisciplinary curricular materials. The department will also fulfill its statutory responsibilities associated with Wisconsin's new charter schools program.

Bureau for Student Assessment

The bureau has been developing the Wisconsin Student Assessment System (WSAS), which was established through 1991 Wisconsin Act 269. The major components of WSAS are the 8th and 10th grade knowledge and concepts tests, performance assessment, and portfolio assessment.

In 1992-93, approximately 46,000 students at each of grades 8 and 10 participated in the knowledge and concepts tests using ACT's EXPLORE and PLAN programs. These tests included English, mathematics, reading, and science reasoning sub-tests. In addition, the EXPLORE 8th grade test had a writing component. Wisconsin students scored above the national norms on both of these tests. The eighth grade average composite score was at the 65th percentile on EXPLORE and the 10th grade average composite score was at the 73rd percentile on PLAN. On the writing test, 8th grade students scored slightly above the national norms with an average score at the 58th percentile.

Also, bureau staff and the staff of the Wisconsin Center for Education Research began developing performance assessments in language arts and mathematics. Assessment tasks in these two areas were field tested, and the final forms will be available for statewide assessment in 1996-97.

The development of portfolio assessment also began during the 1992-93 school year. The bureau involved an internal committee and two groups of school district educators for input on the design of this assessment.

State educational goals and learner outcomes were developed. The state goals were forwarded to the legislature, while the learner outcomes are still under review and revision. The state goals and outcomes will shape the WSAS in the future.

In addition, the bureau continued to implement the state Third Grade Reading Tests (TGRT) and the National Assessment of Educational Progress (NAEP) program, a federally designed and funded student achievement effort.

Annually, about 58,000 3rd grade students take the TGRT. The program, which has completed its 5th year, indicates that Wisconsin's 3rd grade students demonstrate high levels of reading comprehension. Districts are required to evaluate students who do not meet the state performance standard and to provide remedial instruction if the local evaluation confirms a reading deficiency.

In 1992, the NAEP state trial assessment program included assessment of 4th grade reading and 4th and 8th grade mathematics. Preliminary results of these tests indicate Wisconsin ranks in the top 5 states in 4th grade mathematics and in the top 7 states in 8th grade mathematics. Fourth grade reading results will be released in the fall of 1993. National assessments in mathematics, reading, writing, and science were conducted in 1992.

Bureau for School Improvement

In July 1993, the bureau secured \$1.4 million in federal funds to develop curriculum frameworks linking mathematics, science, history, geography, civics, English and the arts. The bureau consists of the Program Development Section and the Standards Implementation Section and is responsible for administering the following programs:

High School Graduation Standards — The bureau is responsible for reviewing graduation policies to ensure that graduation standards under s. 118.33, Wis. Stats., are being met. Districts are responsible for completing the high school graduation compliance review form any time changes are made at the local level in courses available for graduation. Approximately 100 districts submit updated forms annually. The bureau is also responsible for reviewing course equivalency and accommodation requests.

Gifted and Talented Programs — The program provides assistance to school district personnel, university personnel, parents, students and community members in the development, implementation, maintenance and evaluation of programs for the gifted and talented. In the 1991-93 biennium, 5 training workshops were held and approximately 600 gifted and talented coordinators attended. Many parent inservice sessions are also provided regionally.

For more information regarding the gifted and talented grant category of the learning assistance grants, see Appendix C.

Summer School — The program provides students with an opportunity to explore personal interests through courses offered by school districts during the summer. In the 1991-93 biennium, a wide variety of programs were offered each summer in over 350 school districts. Program staff monitored, reviewed, amended and approved summer school program reports.

Leadership in Educational Administrative Development — The Wisconsin Administrators' Leadership Academy offers a program for selected mid-career principals and provides ongoing professional development focusing on leadership skills, professional networking, peer support, planning and school improvement. Fifty-six principals participated in the 1992 academy.

Preschool to Grade 5 (P-5) Program — The program provides supplemental funding to assist Milwaukee, Beloit, Racine, and Kenosha schools to improve educational programming for economically disadvantaged children. During 1992-93, \$6.67 million was allocated to 39 schools and services were provided to approximately 17,700 children. An annual report is submitted to the legislature by March 1 each year.

Program Development Section — Section staff developed planning and resource guides in art, English, language arts, environmental education, foreign languages, health education, mathematics, music, physical education, reading, science, and social studies. Newly published this biennium were *A Guide to Curriculum Planning in Global Studies* and *Healthy Kids: A Team Approach to Integrating Developmental Guidance and Health Education*. The section is also responsible for the following programs:

All-State Academic Scholars Program — The program, co-sponsored by the department, the Association of Wisconsin School Administrators-Wisconsin Foundation for Educational Administration and the *Wisconsin State Journal*, provides recognition to Wisconsin's graduating seniors by awarding

scholarships through the federal Robert C. Byrd program. In 1992 and 1993, 246 students received these scholarships to further their education.

International Education — The program provides intercultural connections to school district curriculum. In the 1991-93 biennium, 80 Wisconsin schools exchanged students, teachers, and curriculum with sister schools in Japan and Germany. The department hosted a German language and culture consultant, whose salary was paid by the German government, and Japanese language and culture assistants who have enhanced foreign language instruction in school districts statewide. The department published a global studies curriculum guide that is in demand nationally as well as internationally.

Academic Decathlon — The program offers the appeal of mental competition to students of all achievement levels and each year involves participants from 165 high schools throughout the state. In the 1991-93 biennium, the program provided team competition in six areas of academic strength, three demonstrations of communication ability, and a super quiz on a specific topic. Each high school team consisted of nine students: three with a grade point average of "C," three with "B" and three with "A."

ArtsWorld — ArtsWorld is a one-week summer program for students and teachers based on the idea that all arts are interrelated. In 1991, the program provided arts experiences for 300 middle and high school students and a teachers' institute was conducted for approximately 55 teachers. After a year hiatus, the program was offered during the summer of 1993 at the University of Wisconsin-Stevens Point in cooperation with the department, the Wisconsin Alliance for Arts Education, and the Wisconsin Arts Board. Approximately 240 students and 45 teachers attended the two sessions. The University of Wisconsin-Stevens Point now manages the student program, while the department operates the teacher institute.

Arts in Schools Basic Education Grant (ASBEG) — The ASBEG grant awards funds to the Wisconsin Arts Board to develop a state plan for education in the arts and is sponsored by the National Endowment for the Arts. It is implemented by the partners in education, consisting of the department, the Wisconsin Arts Board, the Wisconsin Alliance for Arts Education, and the University of Wisconsin-Madison Department of Continuing Education. Each of the partners contributed matching funds for the grant that is administered through the Wisconsin Arts Board.

Science World — The program promotes excellence in science education through a summer program, which served 728 students and 180 teachers in 1991-93. Students are immersed in ideas and practical learning experiences and teachers improve their teaching skills. Both groups have the opportunity to work with professionals from business, industry, medicine, government and education.

Science, Mathematics and Technology Education Grants — The grant program awards funds to school districts to establish school and community partnerships that promote the interaction of pupils and teachers with professional scientists, engineers, mathematicians, and environmental scientists. School districts may apply under six different categories. In the 1991-93 biennium, a total of \$850,000 was awarded to 35 projects.

Dwight D. Eisenhower Math and Science Program — The program offers federal funds to provide staff development opportunities for math and science educators. In the 1991-93 biennium, a total of \$4.9 million was awarded to the 427 school districts in Wisconsin.

Elementary Mathematics and Science Education Grants — The grant program awards funds to school districts to enhance the instruction of mathematics and science in the elementary grades. In 1992-93, the first year of implementation, a total of \$100,000 was awarded to 20 projects.

Wisconsin Environmental Education Board (WEEB) — The WEEB is attached to the department for administrative purposes and is charged with identifying the needs and establishing priorities for environmental education in Wisconsin. The board consists of 15 members who are drawn from governmental, educational, business and environmental communities.

The WEEB awards grants to non-profit corporations and public agencies for the development, dissemination and presentation of environmental education programs. In the 1991-93 biennium, the WEEB awarded a total of \$400,000 to 51 projects.

Foreign Language — The program assists school districts in developing and implementing effective foreign language programs. In the 1991-93 biennium, a major emphasis was to help school districts design 7th and 8th grade foreign language programs since all districts will be required to provide such instruction by 1994-95.

Two grant programs support the development of new language offerings in school districts. In the 1991-93 biennium, Japanese language and culture grants totalling \$50,000 were awarded to two districts each year in order to develop their Japanese program. The federal foreign language assistance program, administered by the department, granted nearly \$200,000 to support Japanese and Russian programs in six districts.

With 43 percent of Wisconsin's students grades 7-12 enrolled, the state ranks fourth behind only New York, District of Columbia, and Vermont in foreign language study.

Wisconsin Geographic Alliance — The alliance is a cooperative effort with the department, the University of Wisconsin-Eau Claire, and the National Geographic Society to develop and enrich the geographic knowledge and skills of Wisconsin elementary and secondary students. In the 1991-93 biennium, \$100,000 was used to establish summer graduate institutes and teacher workshops and to develop curriculum materials, newsletters, and computer links for statewide networking.

Learning Assistance Grants: Early Childhood Planning — For information regarding the learning assistance grants relating to the integration of early childhood education and childcare or the provision of services to low-income preschoolers and their families, see Appendix C.

Head Start — The Wisconsin head start state supplement program was initiated in 1990-91 at \$1.7 million to provide a head start experience for eligible children who were on waiting lists for the federal head start program. Administered by the department, the state supplement program has grown to a \$3.95 million program which served 1,150 economically disadvantaged preschool aged children in 1992-93.

Standards Implementation and Technical Assistance Section — The section conducts on-site audits and workshops, develops documents, and provides technical assistance to school districts in meeting the 20 educational standards, as required under s. 121.02, Wis. Stats. The section also reviews school district requests for alternative compliance with any of the standards. In the 1991-93 biennium, two districts requested approval for alternative compliance; one district received approval.

In the 1991-93 biennium, the section audited 170 school districts completing on-site audits of every school district in the state, including the largest, Milwaukee Public Schools.

In the 1991-93 biennium, a majority of districts were found to be deficient in meeting one or more of the standards. Failure of a district to be in compliance results in the withholding of aid payments. Payments were withheld from four districts. However, as a result of the section conducting follow-up work and revisits with the districts, all districts eventually complied with each standard and funds were released.

Bureau for Teacher Education, Licensing, and Placement

The bureau is responsible for teacher preparation program review and approval as well as teacher license review, renewal and revocation. The bureau consists of the Licensing and Placement Section and the Preservice and Inservice Section.

Licensing and Placement Section — The section reviews and approves teacher license applications. There were 17,969 license applications processed in 1991-92 and a similar figure is anticipated for 1992-93. A computerized imaging system was installed to review applications more efficiently. The mandatory reporting of immoral conduct as required by 1991 Wisconsin Act 42 has increased the number of investigations conducted, revocation hearings held, and licenses revoked. Between 1978 and 1990 there were 40 licenses revoked; in 1991, there were 37, and in 1992, there were 27; as of August 1993, there were over 60 pending cases. The section is also responsible for the following office and programs:

The School Personnel Placement and Analysis Office — The office assists education organizations searching for qualified school employees and provides information about job opportunities in Wisconsin. In the 1991-93 biennium, the office published over 2,000 vacancies from more than 360 employers each year and updated a report on the supply and demand of school personnel in Wisconsin. "Job Openings by Schools" (JOBS), provides subscribers and placement offices with weekly notices of vacancies.

Equivalency Clock Hour Program — The program provides education professionals opportunities to complete their continuing education requirements in approved non-credit workshops, seminars and conferences. A monthly dissemination of approved equivalency clock hour programs available to educators is published through legal mail and the department's electronic bulletin board.

Off-Campus Coursework Program — The program determines approval of courses offered by out-of-state and Wisconsin institutions that do not have department approved teacher education programs leading to licenses. In the 1991-93 biennium, there were 19 colleges and universities approved each year to offer off-campus courses in Wisconsin.

Preservice and Inservice Teacher Education Section — The section provides statewide leadership in teacher education, staff development and school management restructuring programs. The section provides consultation and technical assistance to education agencies and institutions of higher education in the planning, implementation, and evaluation of teacher education and inservice programs. The section also reviews and approves these programs. In the 1991-93 biennium, approximately 604 education programs were reviewed. The section is also responsible for the following council and programs:

State Superintendent's Advisory Council for Teacher Education and Certification — The section works with the council in advising the state superintendent on teacher education and licensing matters. In the 1991-93 biennium, the council met seven times to consider teacher licensing requirements and the organization and administration of teacher education.

Wisconsin's Beginning Teacher Assistance Program — The program provides support for approximately 1,500 teachers during their first year of teaching. There are 150 such programs in the state offered by districts, CESAs and universities.

Wisconsin Improvement Program — The program promotes, encourages, and improves the quality of teaching experiences and teacher education by offering an internship instead of student teaching. In the 1991-93 biennium, an urban experience for teacher preparation candidates was provided in the Milwaukee Public Schools.

Teacher World — The program offers high school students an opportunity to discuss issues in teaching, plan and teach lessons, receive academic planning, and discover what is required to get into Wisconsin's teacher training programs. The program also offers teachers an opportunity to share teaching strategies, review current research in education, enhance leadership skills and develop teaching approaches to address human relations and the needs of culturally diverse student populations. In the 1991-93 biennium, approximately 176 students and 33 teachers attended the program.

Bureau for Vocational Education

The bureau provides consulting services in agriculture, business education, family and consumer education, marketing and technology education and assists vocational student organizations such as Vocational Industrial Clubs of America, Future Homemakers of America, Home Economics Related Occupations, Future Business Leaders of America, the Marketing Student Association (DECA) and the Agriculture Student Association (FFA). Bureau staff assist school districts in developing vocational education curriculum and programs, staff development, and applications for funds. Bureau staff are also responsible for the following programs:

Carl D. Perkins Act — The program provides secondary, postsecondary and adult vocational education programs with federal assistance. Financial resources are concentrated on improving educational programs leading to academic, occupational, training, and retraining skill competencies needed to work in a technologically advanced society. In the 1991-93 biennium, over \$6 million was administered each year to 150 projects.

General Educational Development (GED)/High School Equivalency Diploma (HSED) — The GED/HSED programs provide credentials to persons who did not graduate from high school and are unable to receive high school diplomas from their school district of residence. The programs granted 4,500 diplomas annually in the 1991-93 biennium to youths and adults.

School-to-Work Transition — School-to-work transition is an umbrella term that includes initiatives to facilitate the transition of youth from high school to work or to either two or four year colleges. The program provides school supervised work experiences to youths in order for them to develop maturity and job skills as well as to receive credit toward high school graduation. School-to-work transition incorporates education for employment, youth apprenticeship and the technical preparation (tech prep) program.

Youth Apprenticeship — The program links high school students with business and industry through an integrated education and work based learning program leading to a statewide credential of proficiency. Implemented in cooperation with the Department of Industry, Labor and Human Relations, the program allows students to spend half days in school and half days on the job site. Related instruction is provided at the job site by instructors from the technical college system.

Tech Prep — The program provides instruction in the competencies students need to successfully pursue a specific associate degree program in a technical college after high school graduation. In the 1991-93 biennium, approximately \$500,000 of Carl D. Perkins Federal funds were used annually to support tech prep projects in each of the sixteen technical college districts and their respective high schools. The money was used for staff development, curriculum revision and cooperation between the high schools and technical colleges.

Educational Equity — The promotion of equity in vocational education involves creating an educational environment that helps students free themselves from limiting role expectations and fosters preparation for realistic family and work roles in light of social and economic changes. The program, funded through the Carl D. Perkins Act, has two aspects: 1) regional staff development/technical assistance projects, and 2) statewide equity. In the 1991-93 biennium, approximately \$240,000 were annually awarded to LEAs.

Teen Single Parents — The program provides vocational education and training to parents, homemakers and single pregnant women to develop marketable skills. In the 1991-93 biennium, approximately \$580,000 were annually awarded to LEAs to provide this program.

Office of Civil Rights — The program prevents, identifies, and remedies discrimination on the basis of race, color, national origin, sex and handicap in the department as well as vocational education programs offered by local school districts. In the 1991-93 biennium, approximately 40 on-site reviews were conducted by department staff.

Division for Library Services

The division consists of three bureaus and is responsible for the administration of all state and federal library programs, certification of public library directors, provision of library services to state agencies, development of a statewide database of bibliographic records, provision and coordination of interlibrary loan services, development of resource sharing and interlibrary cooperation among libraries, support of school library media programs, instructional technology, telecommunications in schools and provision of library services to the blind and physically handicapped.

The division goals for 1993-95 include working with a task force to make recommendations on interlibrary loan issues, obtaining funding to connect schools and public libraries to the WiseNet/Internet (a national telecommunications network), publication and dissemination of information obtained through public library reference focus group sessions, publication of information on the formation of joint school/public libraries and implementing the new automated system for the Wisconsin Regional Library for the Blind and Physically Handicapped.

Bureau for Library Development

The bureau provides leadership for the development of public library service and library systems in Wisconsin and promotes interlibrary cooperation among all types of libraries. The bureau administers the federal Library Services and Construction Act (LSCA), the public librarian certification program, the public library data collection program and the following:

Public Library Systems — The state aid program for public library systems provides funding for 17 federated public library systems including all 379 legally established public libraries in the state to promote the sharing and accessibility of library resources. In 1992, public libraries received \$10,756,700 in state aid and \$11,072,200 in 1993.

Multitype Library Development — The program provides LSCA funding for selected library systems to conduct multitype library system demonstration programs. In the 1991-93 biennium, funding was provided to five of the 17 systems.

Reading Readiness — Using LSCA funds, the program provides funds to public libraries and public library systems to serve children 0-5 years of age, their parents and day care centers to promote reading. In the 1991-93 biennium, a total of \$226,425 was awarded to 21 individual public libraries, 5 county library services and 2 public library systems.

American Indian Public Library Initiative — Using LSCA funds, this initiative was implemented in fiscal year 1992 to assist public libraries in developing collections, resources, programming and promotional materials relating to American Indian history, culture and tribal sovereignty. *The American Indian Resource Manual for Public Libraries* was sent to all public libraries, systems, school districts tribal organizations and Wisconsin groups that deal with American Indians. A statewide workshop promoted the use of the manual and grants were made to public library systems to provide local workshops.

Americans with Disabilities Act (ADA) — The bureau awards LSCA funds to public libraries to ensure their compliance with the ADA. In the 1991-93 biennium, the bureau sponsored a statewide workshop and provided area level workshops regarding ADA compliance.

Summer Library Program — The program encourages children to read during the summer months. The bureau, in cooperation with the bureau for school and community relations, sponsors the successful program. In the 1991-93 biennium, approximately 100,000 children participated in the program each year.

Bureau for Instructional Media and Technology

The bureau provides library and information services to department staff, disseminates research and validated educational programs, and promotes and assists development of comprehensive school library media programs to school districts.

The bureau provides continuing education and planning for library media program development, educational technology, computer literacy and electronic networking and sponsors the state superintendent's conference for library media directors to develop leadership skills. The bureau also develops model continuing education programs to promote the integration of new technology into classroom instruction. The bureau provides support to and administers the following council and programs:

Council on Instructional Telecommunications (CIT) — The CIT is a statutorily created 14 member council that advises the state superintendent on telecommunication issues. The bureau provides support for this council.

National Diffusion Network (NDN) — The NDN program transfers successful educational and staff development programs nationwide and allows schools to adopt and adapt these programs to meet their individual needs. The Wisconsin program has one of the highest levels of adoptions of validated programs in the nation. In the 1991-93 biennium, the facilitator conducted or coordinated over 500 workshops regarding the NDN program.

Telecommunications/Distance Education — Program staff assist school districts to provide programs not currently available in schools through distance education and telecommunications. In the 1991-93 biennium, the bureau studied telecommunication needs for Wisconsin educational institutions and awarded grants that resulted in the installation of 51 satellite downlinks at K-12 school sites. The bureau coordinated distance education programming for students, staff and schools participating in the Satellite Education Resources Consortium.

Intellectual Freedom — Intellectual freedom is a term used for assuring diversity of ideas through library collections. In the 1991-93 biennium, the bureau published *Dealing with Selection and Censorship: A Brief Handbook for Wisconsin Schools*, which reviews Wisconsin law and advises school districts on policy development and complaint management.

Information Literacy — Information literacy is a term used for the skill of information problem solving. In the 1991-93 biennium the bureau cooperated with the Wisconsin Educational Media Association to develop a policy paper on information literacy to assist schools in curricular reform and restructuring efforts.

Technology Inservice — The bureau designed a model staff development program with the UW-Green Bay. This model will be disseminated to other states.

Instructional Technology Resource Center — The bureau worked with the UW-Whitewater and CESA 2 to establish a resource center to serve as a continuing education and demonstration site of new instructional technology.

Bureau for Interlibrary Loan and Resource Sharing

The bureau implements the statutory responsibilities of the department related to the provision of interlibrary loan and reference services, development of resource sharing tools and management of the interlibrary loan contracts that contribute to a statewide information network. The bureau assures that Wisconsin residents have access to the knowledge and information resources in the state's libraries.

The bureau maintains a library collection to supplement materials held by other Wisconsin libraries, serves as a clearinghouse for materials not owned, answers requests for information, conducts database searches, manages interlibrary loan contracts, operates an electronic bulletin board system for interlibrary loan transmission, administers the government documents depository program, operates a cataloging and processing center for state agency libraries, manages the statewide database program and facilitates programs that encourage resource sharing through the following:

Interlibrary Loan -- The program assists public library systems throughout the state in locating and obtaining information that is not available in local libraries. The Reference and Loan Library processed 90,918 requests in 1991-92 and 99,308 in 1992-93. Expanded use of WISCAT improved access to titles held by Wisconsin libraries and provided subject access to library collections. In the 1991-93 biennium, requests for title verification and holdings information increased and a new telecommunications software package, QuILL, was purchased to improve the tracking of interlibrary loan requests.

Document Depository Program -- The program creates a centralized depository and distribution center of state documents. The *Wisconsin Document Depository Program Manual for State Agencies* was created and distributed to all state agencies in July 1992.

Statewide Database (WISCAT) -- The WISCAT database, a statewide computerized catalog of library holdings that allow libraries to search for needed information, contains 4.4 million titles and 22.2 million library holdings from 985 libraries. The computer system also allows library staff to create and transmit interlibrary loan requests to the bulletin board system. In the 1991-93 biennium, a task force reviewed the project and developed recommendations for improvement. By the end of the 1991-93 biennium, 700 libraries were using the catalog.

Collection Development -- In order to expand its collection of materials, the Reference and Loan Library used LSCA funds in conjunction with the American Indian Library Initiative to increase its print and audiovisual titles on American Indian topics. In the 1991-93 biennium, usage of the Reference and Loan Library was evaluated and, as a result, its collection development policy was revised.

Division for Management and Budget

The division consists of five bureau and the Office of Legal Services, and provides staff support for the American Indian Language and Culture Education Board. The division provides centralized professional and managerial support services to the department to ensure effective and cost-efficient operation of the agency and to produce and distribute educational information for schools, libraries, and the public.

The division goals for 1993-95 include completing the migration from the mainframe system to the local area network, continuing the implementation of the new state accounting system (WiSMART), revising administrative rules relating to teacher licensing revocation, and providing leadership regarding community education, youth service learning and family involvement in education.

Bureau for Human Resource Services

The bureau provides technical consultation to agency management on personnel, payroll and benefits, employment relations, and affirmative action policies and procedures. There were 653 employees in the department at the end of the biennium. Permanent part-time employees included 25 professionals, 5 paraprofessionals, 36 technicians, 14 office/clerical support staff, and 2 service/maintenance staff. Part-time employees represent approximately 12.5 percent of the total workforce. In the 1991-93 biennium, the bureau completed work to meet the goals established in the department's 1991-93 Equal Employment Opportunity/Affirmative Action Plan and participated in successful labor negotiations with the Wisconsin Education Association Council. The bureau increased its use of resume screens as part of the examination process to reduce the time necessary to fill vacant positions. The bureau also coordinated department participation in several classification surveys conducted by the Department of Employment Relations. Reduction and elimination of some state and federal funding resulted in work force reductions and layoffs which were administered by the bureau. The department continues to offer alternative work patterns to accommodate employees' professional and personal needs, including compressed work hours and part-time employment.

Bureau for Information Management

The bureau, which consists of the Technical Services, Office Technology, and Applications Development sections and the Center for Education Statistics, establishes the agency automation strategy, manages the department's automated information resources, and is responsible for the School Performance Report. Two new committees were formed to guide information management policies and practices; one internal information management steering committee, and an external State Superintendent's Data Advisory Committee.

Technical Services Section

The section provides the technical infrastructure for the agency, including the mainframe computer, terminals, local area network (LAN), microcomputers and all system and database software. In the 1991-93 biennium, the agency LAN and telecommunications between the department, other agencies, and school districts was expanded and the Oracle database was installed on a LAN server to initiate the client/server environment to replace the agency mainframe by 1995.

Office Technology Section

The section is responsible for staff training and consultation on the agency mainframe system, which includes calendaring and word processing functions; document, curriculum guides, and publications technology and development; WiseNet applications; and data diskette preparation. In the 1991-93 biennium, the section was converted from a production-oriented word processing center to one that

assists program staff to do more of their own work. In addition to preparing education guides and conducting training classes, the section is finalizing the agency LAN manual and the School Performance Report documentation manual, which will become a model for other data systems documentation for school districts.

Applications Development Section

The section is responsible for agency data systems development and maintenance as well as forms development and records management. In the 1991-93 biennium, the section developed enrollment and teacher/staff systems, the School Performance Report system, and diskette systems to electronically collect data from school districts; conducted student record pilot projects with school districts; prepared for implementation of the new state accounting system (WiSMART) and updated related fiscal systems; and began to migrate the financial aids system from the mainframe to the client/server environment.

Center for Education Statistics

The center is responsible for collecting school climate data from public and private schools; responding to calls from school district staff regarding use of department-provided software; providing data for the Wisconsin school directory, School Performance Report, and nonfiscal portions of *Basic Facts*; providing data to the National Center for Education Statistics under contract; and responding to data requests from the legislature and the public. Since the center was transferred to the bureau in July 1992, electronic collection has been implemented for 95 percent of the data collected. The move to electronic collection, where schools and districts enter data on microcomputer diskettes and transfer them to the agency, made districts more responsible for data and resulted in more reliable data.

Bureau for Management Services

The bureau consists of the Fiscal Services and General Services sections, which provide accounting, business, and general management services to the department.

Fiscal Services Section

The section provides centralized accounting, purchasing, and budget administration services. In the 1991-93 biennium, the section became involved as a pilot in the statewide effort to implement the new state accounting system, which is essential to provide increased levels of services without the benefit of additional staff. Services of the budget administration unit became increasingly critical due to state and federal financial environments.

General Services Section

The section provides management services in mail operations, staff support for the reception area, fleet operations, copy center operations, and facilities management. In the 1991-93 biennium, within fleet operations, pool car requests were automated through the department's electronic mail system. The copy center purchased a perfecter press, giving more flexibility to its operation, which completes 700,000 impressions per month.

Bureau for Policy and Budget

The bureau consists of the Budget and Policy Analysis Section and the Budget, Legislative and Federal-State Planning Section. The bureau develops the agency's biennial and annual budget requests, coordinates agency policy development, provides technical assistance in management planning and resource development, and analyzes and monitors legislation affecting schools, libraries, and the department.

Budget and Policy Analysis Section

The section provides centralized budget development, policy analysis, support in program planning, and research. Other functions include initiating, conducting or coordinating studies of program, policy, and finance issues. In the 1991-93 biennium, the section developed 130 bill analyses and 146 fiscal notes relating to proposed state legislation.

Budget, Legislative and Federal-State Planning Section

The section coordinates and recommends administrative rule development, acts as liaison to the legislature, and coordinates the department's federal grant application process. In the 1991-93 biennium, the section developed or modified rules relating to teacher and librarian certification, postsecondary enrollment options, private school choice, and alternative compliance with school district standards. Rules were also developed for management restructuring, learning assistance programs, elementary math and science, staff development, and collaborative grant programs. In the 1991-93 biennium, the department administered \$500 million in federal grants.

Bureau for School and Community Relations

The bureau consists of the Communications Services and Publications Section and the Community and Family Involvement unit. The bureau provides public information and publications production services for the agency and provides services to cooperative educational service agencies (CESAs) and school districts in the areas of family involvement in education, community education, and school-community relations.

Communications Services and Publications Section

The section is responsible for publishing various internal and external publications. During the 1991-93 biennium, the section published *Education Forward*, the monthly department publication; *Channel DLS*, the monthly newsletter for the library community; the *DPI Bulletin*, a biweekly newsletter to media and communications leaders; *JOBS*, a weekly education placement newsletter; *FYI*, a biweekly employee newsletter; as well as families in education and community education resource materials. *Education Forward* features information on state educational policy issues; innovative programs at the national, state, and local levels; legal and legislative issues; and curriculum, pupil services, family involvement, and educational leadership. The section provides the agency's required public information services--information on hearings, administrative rule changes, legal requirements, and other programs or laws on which the department is required to communicate. The section also coordinates media relations and the agency's state printing contracts.

Community and Family Involvement Unit

The unit focuses on school-family-community relations to promote the schools as communities of learners. In the 1991-93 biennium, the unit began administering the federal Serve America grant, which is intended to promote youth service learning. The unit serves as liaison to the Wisconsin Community Education Association and works with the CESAs to promote and implement local services and activities related to community education, family involvement in education, and school-community relations. The unit also works with private and other public sector agencies on partnership programs, including KidsVote, Volunteer-A-Thon, and the family involvement recognition program.

Office of Legal Services

The office serves as in-house counsel for the state superintendent and the department. Services provided during the 1991-93 biennium included legal advice on department operations, policies, and implementation of various state and federal education programs; representing the department in civil service appeals and employment discrimination complaints; serving as liaison to the Department of

Justice in major litigation; serving as prosecutor or advisor to the state superintendent in license revocation hearings; adjudicating pupil expulsion appeals, acting as hearing officer in pupil discrimination appeals, and coordinating special education appeals; writing articles on legal issues concerning public education; and issuing legal opinions on various issues. The office was involved in drafting new and amended rules for postsecondary enrollment options and interagency collaboration projects. The office also assisted in development of new legislation amending the mandatory reporting of licensing-related misconduct of teachers and administrators and automatic license revocation to the state superintendent by school districts. The office assisted in development of legislation concerning criminal background checks of teachers. The office also conducted inservice programs for department, CESA, and school district administrators and staff on a variety of issues and helped conduct training programs for special education hearing examiners.

American Indian Language and Culture Education Board

The AILCEB is the Indian education advisory board appointed by the governor and attached to the department for administrative purposes. A review of AILCEB responsibilities, a report on Indian education, and AILCEB recommendations to state agencies are contained in Appendix E.

Division for School Financial Resources and Management Services

The division consists of four bureaus and is responsible for administering state and federal aids and grants to public elementary and secondary school districts, county handicapped children's education boards (CHCEBS), cooperative educational service agencies (CESAs), and other service providers. In addition, other consultative services are provided to school districts and the public on finance, management, facilities, transportation and organization issues. The division administers the child and adult food service programs, the talent search and talent incentive programs, the minority student precollege scholarship program and financial aid services for disadvantaged students.

The division goals and objectives for 1993-95 include increasing from 75 percent to 100 percent the number of school districts reporting electronically; expanding electronic processing to include the school district summer school and transportation reports; implementing recommendations from the *Dietary Guidelines for Americans* report; increasing the visibility and awareness of the Wisconsin educational opportunity program (WEOP) and its effect on minority and disadvantaged students, adults and parents throughout the state; and enhancing consultative services to beginning and continuing administrators and school board members.

Bureau for State School Aids Administration and Consultation

The bureau consists of the Section for State Aids Consultation and Audit and the Section for State Aids Processing. The bureau administers programs that support schools with general and categorical aids and through grants for special projects. Responsibilities of the bureau include the distribution of state aids, financial consultation, conducting school audits, and the electronic collection of budget and annual report data.

The amounts of state aid distributed in 1991-92 and 1992-93 are shown in the following chart:

State School Aid Disbursements

Aid Program	91-92 Totals ¹	92-93 Totals ¹
Equalization	\$1,496,311,418	\$1,570,091,357
Supplemental (TIF)	36,827,900	36,827,900
Integration	65,601,810	69,604,339
Special Adjustment	1,525,000	610,000
Minimum	15,509,648	15,700,000
Children-at-Risk	3,268,687	3,500,000
Co. Hand. Child. Ed. Board-General	1,075,085	2,316,300
Pupil Transportation	17,742,500	17,742,500
State Tuition	3,608,554	5,347,100
Common School Fund-School Library	14,808,936	15,474,686
Driver Education	2,210,142	4,125,933
Handicapped Children's Education	253,957,200	257,730,400
State Matching-School Lunch	3,596,934	3,620,421
Elderly Food Service	149,061	148,450
Wisconsin Morning Milk	271,446	315,977

Aid Program	91-92 Totals ¹	92-93 Totals ¹
Bilingual/Bicultural	8,291,400	8,291,400
Youth Initiatives	497,502	475,466
Pre-School through Grade 5	6,413,650	6,483,472
Milwaukee School Dist. Programs	7,000,000	4,842,968
Learning Assistance	1,515,902	1,494,299
Pupil Minimum Competency Testing	209,412	0
Science and Math	244,281	444,453
AODA, Headstart and other Social Programs	5,668,945	5,744,326
Others	1,125,840	1,761,811
Totals	\$1,947,431,253	\$2,032,693,558

¹ Actual school aid disbursements between July 1 and June 30 to school districts, CHCEBs and CESAs.

Financial Consultation — In the 1991-93 biennium, the department's financial consultants worked with school districts to implement generally accepted accounting principles (GAAP) including the fixed asset and long-term liability account groups. Workshops were held to assist school district personnel, including beginning administrators and business managers.

School Audits — In the 1991-93 biennium, workshops for auditors were conducted annually in cooperation with the Public Instruction Committee of the Wisconsin Institute of Certified Public Accountants. Audit reviews were conducted to determine compliance with minimum auditing standards as required by s. 120.14, Wis. Stats.

Electronic Data Processing — In the 1991-93 biennium, over 360 districts participated in the electronic method of reporting of district budget and annual reports.

Bureau for School Management Services and Federal Aids

The bureau consists of the Section for Federal Aids and Audit and the Section for Administrative Management and Services.

Section for Federal Aids and Audit — In the 1991-93 biennium, the section provided financial management for 73 department-administered state and federal grant programs totaling in excess of \$620 million. The section also provided technical assistance to grant recipients and department staff, revised and distributed a financial management handbook, participated in inservices and workshops, and processed for payment an average of \$1.2 million per day in grant recipient claims.

Section for Administrative Management and Services — The section provided services to public and private schools, parents, legislators, and other interested parties regarding the following:

Pupil Transportation — In the 1991-93 biennium, the program consultant reviewed local plans for private school and unusually hazardous transportation; conducted appeal hearings regarding unusually hazardous transportation; and coordinated department school transportation efforts with other agencies and organizations concerned with safe and efficient transportation of school children.

A school bus and pedestrian safety education classroom activities guide and two school bus and pedestrian safety education videos (grades K-3 and 4-6) were produced to address the need for a uniform statewide curriculum to educate students about bus and pedestrian-related accidents. The guide and videos were evaluated by a steering committee and have been made available to all CESAs and districts for classroom teachers.

School District Organization — In the 1991-93 biennium, the program consultant worked with attachment/detachment petitions, school district boundary appeals and reorganization hearings, and the publication of the *Handbook on 1993 School Board Elections-Dates and Responsibilities*. Other activities included technical assistance in impact studies of school district consolidation and implementation of the statutory procedures concerning property transfers and/or school organization.

Private School Liaison Services — In the 1991-93 biennium, approximately 15 percent of Wisconsin's school-aged children were enrolled in private schools. Many of these private school students were entitled to and received services related to state and federal educational programs. The private school liaison worked with public and private school administrators, staff, parents and interested parties on policies and issues relating to state and federal educational programs.

Elementary and Secondary Education Act (ESEA) Chapter 2 — In the 1991-93 biennium, the department received approximately \$17.2 million in federal Chapter 2 funds. Twenty percent, or \$3.4 million, was used by the department at the state level. Twenty-five percent of the \$3.4 million, or \$860,000, supported innovative educational improvement projects such as academic decathlon, arts world, science world, families in education and the international education project. Private schools were involved in or benefited from many of these projects. In fact, a portion of the funds was specifically used to address the professional development needs of private school teachers. Seventy-five percent of the \$3.4 million, or \$2.58 million, was used by the department for program administrative activities and seven targeted assistance programs described under s. 1531(b) of the federal law, as amended by the National Literacy Act of 1991.

School districts and eligible agencies were awarded \$13.8 million in Chapter 2 funds during 1991-93. Evaluation results indicated that school districts and other eligible agencies used Chapter 2 funds to address the National Goals for Education, to support educational reform initiatives, to provide a wide variety of professional development opportunities for teachers and to adopt new technology.

School Facilities — In the 1991-93 biennium, the program consultant assisted local school districts with building projects and health, safety and educational adequacy issues related to school buildings.

The school construction increase in the 1991-93 biennium was greater than that of the past three biennia combined. More than 600 major construction projects were completed. The program consultant coordinated training of community teams to provide safe and adequate facilities and provided technical assistance to local districts, architects, engineers, and financial consultants.

The program consultant conducted workshop training sessions and provided technical assistance to local school districts to assist them to comply with state and federal rules and regulations about asbestos, lead, water quality, hazardous chemicals, general safety and accessibility for the handicapped.

Cooperative Educational Service Agency (CESA) Coordination - In the 1991-93 biennium, the program consultant provided technical assistance to CESAs in curriculum and staff development and in environmental education, gifted and talented, special education, alcohol and other drug abuse prevention, vocational education including tech prep, education for employment, human growth and development, microcomputers and instructional technology, school facilities, safety education, and CESA accounting practices and procedures. CESAs, in cooperation with the department, facilitated the regional hearings of the state goals committee and the required management restructuring inservice meetings for local school district staff.

Bureau for Food and Nutrition Services

The bureau consists of the Donated Food Distribution Section, School Food Services Programs Section and the Child Care Food Service Programs Section. The bureau administers federal and state nutrition programs to assist schools and institutions in providing nutritious meals in accordance with guidelines established by the U.S. Department of Agriculture (USDA).

In the 1991-93 biennium, the major activities were to promote the implementation of the *Dietary Guidelines for Americans Report*; to expand programs to eliminate hunger and to provide nutrition for all children so they are prepared to learn; and to provide technical assistance to improve programs.

In 1991-92, schools and institutions served 465,000 children on a daily basis. Federal funds including the value of USDA commodities were \$97 million. This was supplemented with \$4.8 million in state funds. In 1992-93, schools and institutions served 485,000 children on a daily basis. USDA funding and commodity value totalled \$103.7 million supplemented with \$4.8 million in state funds. The major area of growth in institutions was in day care center and family day care home participation.

Bureau for Educational Opportunity Programs

The Wisconsin educational opportunity programs (WEOP) are designed to assist minority and economically disadvantaged students to continue their education through the following statewide programs:

Early Identification Program (EIP) — The EIP is a statewide program that focuses on academic preparation, early awareness of available opportunities, necessary requirements, parental involvement, and curriculum guidance for minority and disadvantaged students beginning in middle school and continuing through graduation.

The goals of the program are to identify potential academic problems before they arise and to recognize academic achievement. The EIP also introduced students to other educational opportunities such as science world, business world, arts world, teachers world, Wisconsin leadership network, and kids vote. The EIP sponsored several precollege fairs and provided opportunities for EIP students to participate in the department's annual precollege conference. EIP students also participated in college visitation field trips sponsored by WEOP at numerous postsecondary institutions.

Several statewide recognition banquets highlighting academic accomplishment and EIP participation have been established, introducing minority and disadvantaged students to educational, business, and legislative leaders.

Talent Search Program — Talent search seeks out and encourages rural and urban students with potential to pursue higher education by providing career, academic, admission, and financial aid counseling. Talent search also provides counseling to youth and adults who have dropped out of school to get a GED or high school diploma so they can pursue college or a technical school.

The following chart summarizes activities provided and the number of students served by the EIP and talent search programs in the 1991-93 biennium:

EIP and Talent Search	1991-92	1992-93
Counseling Sessions	25,141	27,300
New Students	4,630	3,898
Placements	2,705	2,335
Agency Contacts	6,826	8,071
Group Presentations/Participation	16,836	17,280

Talent Incentive Program (TIP) Grant — The TIP grant aids low income and disadvantaged pupils to attend postsecondary education institutions and was first awarded to students during the 1972-73 academic year. The program is a joint effort between the department and the Higher Educational Aids Board and is open to Wisconsin resident undergraduates attending public and private nonprofit institutions in the state.

In 1991-92, a total of \$4,815,199 was awarded to 4,919 students; in 1992-93, a total of \$4,968,300 was awarded to 5,000 students.

Minority Precollege Scholarship Program — The minority precollege scholarship program was initiated in 1985 to encourage more minority students to attend and finish college. Minority students who participate in the program are graduating from high school at the rate of 92 percent and entering college at the rate of 60 percent. There are 32 postsecondary institutions participating in this program.

In 1991-92, the program provided a total of \$1 million to 3,439 students to attend 32 postsecondary institutions; in 1992-93, a total of \$1 million was awarded to 3,500 students.

Appendix A

Alcohol and Other Drug Abuse (AODA) Programs 1991-93 Biennial Report

Background and Mission of the Alcohol and Other Drug Abuse (AODA) Program

The state AODA program is a constellation of service delivery systems, legislated services, state grant programs, and federal entitlements which the department makes available to LEAs for the development of a comprehensive K-12 AODA program.

The department administers the grant programs relating to comprehensive AODA prevention, families and schools together (FAST), drug abuse resistance education (DARE), pupil services team grants, after-school and summer school grants, student mini-grants, head start, alcohol/driver and traffic safety grants, and drug-free schools.

Comprehensive K-12 AODA Grants — First authorized under Chapter 331 in 1979 and referred to as "assistance for AODA programs," this grant program was created to develop comprehensive AODA programs. Because funds were limited to \$246,000 for the entire state, there was a strong emphasis on funding projects to serve as demonstration models for other districts.

Training opportunities are provided to staff of both public and private schools in two required areas. The first area requires the department to develop and conduct training events; the second area requires the department to award funds to support advanced training and education.

In order to provide high-cost informational resources and curriculum materials, the department created a central depository and loan program managed regionally by the AODA education network and CESAs. The network provides information sharing and resource pooling to LEAs in developing a K-12 comprehensive AODA program and provides assistance in developing partnerships at the community, county, regional, and state level.

A second grant program under s. 115.362, Wis. Stats., and referred to as "youth AODA programs," was coupled with the assistance for AODA program in 1989. The youth AODA program focused on the development or expansion of district-wide AODA curriculum. If a district already had such a curriculum, the development or expansion of other AODA prevention and intervention efforts could be funded.

Families and Schools Together Grants (FAST) — This program funds projects which identify students 6 to 11 years of age who have a high risk of dropping out of school, experiencing AODA problems, or being adjudged delinquent. Projects are required to provide prevention and early intervention activities involving joint school, family and community participation, including mental health and AODA community professionals.

Drug Abuse Resistance Education Grants (DARE): State and Federal — Under this program, a school board may contract with a city or county to provide 17 weeks of DARE instruction by law enforcement officers who have received special training. State funded projects target students in grades 5-8. In 1992-93, a federal appropriation was also available to fund the DARE program, adding some related activities in grades K-6.

Pupil Services Team Grants — This program funds one-time grants to assist in paying half the cost of employing an additional licensed school counselor, psychologist, or social worker to work with students in grades K-6. The new position must reflect involvement with the district's comprehensive AODA program.

After-School and Summer School Grants — This program funds after-school or summer school programs in grades 1-9. Projects identify and help develop the special skills and interests of individual students. The program must be coordinated with the district's program for children at risk and comprehensive AODA program. School tutoring programs are provided for students who exhibit significant academic deficiencies.

Student Mini-Grants — This program funds projects, designed by students, that provide AODA prevention or early intervention activities.

Head Start Supplement — Beginning in 1990-91, funds were appropriated for a state supplement to the federally funded head start program. Funds must be distributed to head start agencies according to federal guidelines except that there is no matching fund requirement. Approximately 675 additional children per year receive comprehensive developmental services under this state supplement through 33 head start agencies.

Alcohol/Driver and Traffic Safety Grants — This program provides alcohol and traffic safety mini-grants to school districts, including K-12 curriculum programs addressing the problem of drinking and driving. Local districts can use funds to support any aspect of a comprehensive AODA program with an added traffic safety focus.

Drug-Free Schools Entitlement — The Drug Free Schools and Communities Act of 1986 made funds available to assist state education agencies (SEAs) and LEAs in developing AODA programs. The department distributes 90 percent of the funds as entitlement grants to LEAs.

Federal guidelines require LEAs to provide K-12 education and prevention programs. These funds are used to supplement and enhance components of a comprehensive K-12 AODA program. In addition to entitlements, the department utilizes a portion of this federal appropriation to provide training, curriculum development and other types of technical assistance, including inservices regarding department compliance with the Drug-Free Workplace Act.

Program Appropriations and Grants Awarded

The following chart depicts the program appropriations and number of grants awarded to applicants under all the programs administered by AODA program staff:

Program Appropriations	1991-92		1992-93	
	# of Awards	Amount Awarded	# of Awards	Amount Awarded
1. Comprehensive AODA Programs				
a. Assistance for AODA Programs Section 20.255(1)(hr), 20.255(2)(g) and 115.36, Wis. Stats.				
i. State Administration/Activities		\$385,000		\$385,000
ii. Grant Projects	99	\$815,000	115	\$1,066,400
iii. Fellowships	608	\$100,000	**not yet available	\$100,000
b. Youth AODA Program Grants Section 10.255(2)(w) and 115.362, Wis. Stats.		\$2,000,000		\$200,000

Program Appropriations	1991-92		1992-93	
	# of Awards	Amount Awarded	# of Awards	Amount Awarded
2. Families and Schools Together Grants Section 20.255(2)(dm) and 115.361(3), Wis. Stats.	39	\$1,000,000	48	\$1,000,000
3. Drug Abuse Resistance Education Grants				
a. State Drug Abuse Resistance Education Grants Sections 20.255(2)(v), 20.255(2)(dm) and 115.361(2), Wis. Stats.	46	\$600,000	41	\$600,000
b. Federal Drug Abuse Resistance Education Grants Section 5122(e), 5121(a) and 5123(b)(9), Drug Free Schools & Communities Act	0	0	11	\$190,443
4. Pupil Service Team Grants Sections 20.255(2)(dm) and 115.361(6), Wis. Stats.	15	\$250,000	16	\$250,000
5. After School and Summer School Grants Sections 20.255(2)(dm) and 115.361(5), Wis. Stats.	17	\$720,000	17	\$720,000
6. Student Mini-Grants Sections 20.255(2)(dm) and 115.361(6), Wis. Stats.	318	\$300,000	317	\$300,000
7. Head Start State Supplement Sections 20.255(2)(dm) and 115.361(1), Wis. Stats.		\$2,250,000		-- * --
8. Alcohol/Driver and Traffic Safety Education Sections 20.255(2)(dm) and 346.655, Wis. Stats.				
a. Administration/Program Support		\$125,000		\$125,000
b. Mini-Grants	28	\$100,000	30	\$100,000
9. Federal Drug-Free Schools Act Catalog #84.186				
a. Administration/Technical Assistance		\$377,624		\$390,858
b. Entitlements	311	\$6,952,749	312	\$6,947,583
TOTALS	1,481	\$15,975,373	**907	\$12,375,284

* 92-93 funds administered by the Division for Instruction Services (\$3,950,000)

** incomplete total

Program Staff Responsibilities

In addition to administering the above grant programs, program staff provide training, technical assistance, and information dissemination to LEAs and other interested parties.

Program staff provide extensive assistance concerning the development, expansion and evaluation of school-based AODA programs and services. Assistance to LEAs, CESAs, and other local or regional organizations includes on-site visitations, trainings, workshops and liaison activities. Program staff served as liaisons to the AODA Education Network, State Youth Service Providers Work Group, State Citizens AODA Council, State Governor's AODA Council, HIV-AIDS Interagency Committee, State Youth AODA Task Force, State Advisory Council on Group Dynamics for Operating While Under the Influence, Governor's Technical Committee on AODA for Highway Safety, Wisconsin Division of AAA

Advisory Council, Alliance for a Drug Free Wisconsin, Positive Youth Development Board, Midwest Training Center Advisory Board, Wisconsin Association for Children of Alcoholics, Wisconsin Clearinghouse Advisory Board, Wisconsin Prevention Network, Wisconsin Student Assistance Association, and AODA Hearing Impaired Project Committee.

Examples of information and media resources developed and distributed by the department during the 1991-93 biennium are listed below. Copies are available upon request.

Publications and Resources
<i>Alcohol and Other Drug Abuse Programs: A Resource and Planning Guide.</i> Wisconsin Department of Public Instruction, 1991.
<i>A Guide to Curriculum Planning in Alcohol and Other Drug Abuse Programs.</i> Wisconsin Department of Public Instruction, 1992.
<i>Funding for Alcohol and Other Drug Abuse Programs: A Report to the Wisconsin Legislature.</i> Wisconsin Department of Public Instruction, 1992.
<i>Project Application Guidelines for Alcohol and Other Drug Abuse Program Funding.</i> Wisconsin Department of Public Instruction, 1992.
<i>AODA Programs and People: A Profile of Resources in Wisconsin School Districts.</i> Wisconsin Department of Public Instruction, 1992.
<i>A Tradition of Tolerance: What Wisconsin Parents Think of Teen Alcohol Use.</i> Wisconsin Department of Public Instruction, 1993.
<i>A Self-Evaluation Report of Wisconsin Public Schools.</i> Wisconsin Department of Public Instruction, 1991.
<i>A Self-Evaluation Report of Wisconsin Public Schools 1991-92.</i> Wisconsin Department of Public Instruction, 1992.

The following publications were completed jointly with another agency or completed by another agency in cooperation with the department. The lead agency is indicated with an asterisk (*).

Publications and Resources
<i>Critical Issues for Student Assistance Programs: Policy and Mandates.</i> (Update) *Wisconsin Department of Public Instruction, Wisconsin Department of Health and Social Services, 1993.
<i>The Wisconsin Study: Alcohol & Other Drug Use - A Search Institute Report.</i> *Wisconsin Department of Public Instruction, Wisconsin Department of Health and Social Services, 1991.
<i>Joint State Prevention Plan/Report.</i> Wisconsin Department of Public Instruction, *Wisconsin Department of Health and Social Services, 1991.
<i>Trainers Manual: Training of Trainers for Student Assistance Program Team Training.</i> Wisconsin Department of Public Instruction, *Wisconsin Department of Health and Social Services, 1992.
<i>Participant Manual: Student Assistance Program Team Training.</i> Wisconsin Department of Public Instruction, *Wisconsin Department of Health and Social Services, 1992.
<i>Student Assistance Program Resource Manual.</i> Wisconsin Department of Public Instruction, *Wisconsin Department of Health and Social Services, 1992.

Baseline data was collected in order to create a statewide prevalence study of student AODA behavior and attitudes. The results are detailed in *The Wisconsin Study: Alcohol & Other Drug Use, A Tradition of Tolerance: What Wisconsin Parents Think About Teen Alcohol Use*, and a *Youth Risk Behavior Survey*. The department also compiled data pertaining to program implementation which is detailed in *A Self-Evaluation Report of Wisconsin Public Schools*.

Evaluation and monitoring of grant activities include selected on-site audits, end-of-year self reports and on-going review of proposal implementation. The results of state grant project evaluations are detailed in the *Funding for Alcohol and Other Drug Abuse Programs: A Report to the Wisconsin Legislature*.

Appendix B

Status of Wisconsin Public School Compliance With Pupil Nondiscrimination Requirements 1991-93 Biennial Report

Section 118.13, Wis. Stats., prohibits pupil discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Section 118.13 (3)(a)3, Wis. Stats., requires that the state superintendent report information on the status of school district compliance with this requirement and progress toward providing reasonable equality of educational opportunity for all pupils in the state.

Administrative rules implementing the law took effect on November 1, 1986. The rules provide that no person may be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against as provided under s. 118.13, Wis. Stats. The rules do not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school-age parents, bilingual bicultural, at risk, and other special programs designed to overcome the effects of past discrimination.

The administrative rules require that by August 1 annually each district review and, if necessary, revise its policies on nondiscrimination; ensure it has a process to resolve complaints locally; and follow through on compliance reporting procedures. To assess the status of school district compliance, the department requires that each school district annually submit a brief summary report, form PI 1197, which confirms that the district has adopted required policies, that public comment was permitted prior to adoption of the policies, that the board has established a procedure for receiving and resolving discrimination complaints, includes the name and address of the designated employee to receive complaints regarding discrimination, assures that the board provides public notice and information on pupil nondiscrimination, reports the number of discrimination complaints the district has received in the reporting year, and includes requests for technical assistance from the department. The following table includes the number and types of complaints received in the last biennium:

Number of Districts that Reported Receiving Complaints Under s. 118.13, Stats.		
Types of Complaints	1990-91 School Year	1991-92 School Year
Sexual Harassment	0	10
Sex Discrimination	1	0
Racial Discrimination	2	7
Combined Race/Sex Discrimination	0	2
Sex Discrimination/Sex Respect Curriculum	3	0
Exceptional Educational Needs	3	10
Religious Discrimination	0	1
Reported Complaints but did not Identify	5	0
Total Complaints	14	30

Most of the complaints listed in the above table were resolved locally. However, twelve complaints were appealed to the department; three of which were affirmed and four of which are still pending. The other complaints were either mediated, denied or did not apply under s. 118.13, Wis. Stats.

In addition to the annual report, districts, every five years, are required to evaluate the status of nondiscrimination and equality of educational opportunity in their programs and activities (report form PI 1198). Through this report the district: (1) cites the required policy, its number, and the date of adoption, (2) describes enrollment trends in classes and programs affecting protected categories of pupils, (3) comments on methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing, (4) reports on trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment, (5) lists participation trends and patterns and school district support of athletic, extracurricular, and recreational activities, (6) documents trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district, and (7) reports district efforts to achieve equality of educational opportunity and nondiscrimination.

In the 1991-93 biennium, the program consultant monitored 20 districts, on-site, each year. The scope of the compliance review was limited to a review of the required policies, complaint procedures and public notification procedures. Compliance rates for these policies and procedures significantly varied among the 20 districts monitored.

The policy requirements cited most often for non-compliance included: stating disciplinary actions; and, providing for comparable facilities, athletic programs, or activities for males and females.

More than one-half of the districts' complaint procedures were also in non-compliance. Problem areas included: failure to provide public notice of the district's complaint procedure, failure to include nondiscrimination and complaint procedure information in student and staff handbooks and omitting one or more of the protected groups from nondiscrimination statements. These trends are not positive. Clearly districts need greater assistance in understanding the technical requirements of the law.

Although barriers to equity remain, some schools are making great strides in providing an educational environment that emphasizes nurturing and achievement while diminishing hostility and bias. Program activities have enabled school districts to review, understand, and eliminate discriminatory policies, practices and procedures.

The program is currently revising forms and administrative procedures to facilitate more useful collection of information. The result will be a system that encourages school districts to evaluate their programs in greater depth and thereby acquire the information necessary to enhance the school district's goals for excellence and equitable achievement for all students.

Appendix C

Learning Assistance Grants 1991-1993 Biennial Report

1989 Wisconsin Act 31 created a learning assistance program under s. 115.363, Wis. Stats. School districts were eligible to apply for learning assistance grants in four program areas:

1. Coordinating educational and health and social services for pupils and their families.

Grants under this section are intended to improve the coordination of educational and health and social services to meet certain needs of students who are at risk of not successfully completing school.

Biennial summary of awards:

Projects	1991-92	1992-93	Total
Grant funds awarded	\$343,000	\$330,975	\$673,975
Projects funded	11	11	22

Funds were awarded for early intervention (prekindergarten through 8th grade), collaboration among agencies and institutions, family-oriented approaches, conflict resolution/problem solving techniques, and providing alternative education approaches for youth.

2. Integrating early childhood education and childcare.

This grant program supports communities as they plan for the integration/alignment of private child care and public education.

Biennial summary of awards:

Projects	1991-92	1992-93	Total
Grant funds awarded	\$333,000	\$317,000	\$650,000
Projects funded	17	14	31

Funds were awarded for employing program coordinators, creating early childhood councils, developing model programs, and coordinating existing early childhood services.

3. Developing, implementing or enhancing programs for gifted and talented pupils.

This grant program supports the building of systematic and continuous educational programming for gifted and talented pupils and develops exemplary demonstration programs for gifted and talented education. Projects are expected to exchange information and serve as demonstration models for other districts.

Biennial summary of awards:

Projects	1991-92	1992-93	Total
Grant funds awarded	\$323,000	\$315,633	\$638,633
Projects funded	18	24	42

Funds were awarded for staff development, cooperative artistic programs, pilot programs and curriculum development.

4. Providing services to limited-English speaking pupils from Indo-Chinese language groups.

This grant program supports programs and services that expand local efforts to meet the unique language development needs of limited-English speaking Indo-Chinese pupils. Eligibility for a grant under this section is limited to districts with a membership of less than 12,000, in which more than 3.5 percent of the membership consists of limited-English speaking pupils from Indo-Chinese language groups.

During 1991-92 and 1992-93, a total of \$434,000 was awarded each year to Eau Claire, LaCrosse, Manitowoc, Sheboygan and Wausau school districts.

Funds were awarded for parent involvement, summer programming, early childhood programs, expansion of resource personnel and transportation costs.

1991 Wisconsin Acts 39 and 269 created additional categories under the learning assistance program. School districts could also submit grant proposals in these two areas:

1. Assisting students who scored below the state minimum performance standard on the 3rd grade reading test.

The purpose of grants under this section is to improve students' reading proficiency. Eligibility for a grant is limited to districts in which at least 20 percent of the pupils who took the 3rd grade reading test in either of the previous 2 school years failed to score above the state minimum performance standard.

In 1992-93, the first year of the grant, two projects were approved (Milwaukee for \$22,000 and Beloit for \$14,000). If successful, these projects will receive funding.

Projects were approved for staff development and parent/school partnerships.

2. Providing educational, health, mental health, nutritional, and social services to low-income preschoolers and their families.

This grant program funds innovative programs that are integrated, comprehensive, community based and family oriented for low-income preschoolers. These grants enable communities to do what cannot be done with Head Start, Chapter 1 and other funding for children at risk.

In 1992-93, the first year of the grant, a total of \$1 million was awarded to 28 applicants.

Funds were awarded to provide home-based and center-based experiences for children and families, parenting education programs, early identification and intervention for low-income children and families and to support collaboration of services between counties and districts.

The department established grant application procedures and promulgated administrative rules (Chapter PI 30) pertaining to awarding grants in all of the learning assistance program areas. Grant programs are funded on a 2 year basis and geographic location is considered when awarding grants.

Project grant activities related to application, fund disbursement, project implementation and project evaluation for first and fourth areas are administered and monitored through the Bureau for Educational Equity Programs. The Bureau for School Improvement similarly oversees the other areas.

Under s. 115.363 (3)(b), Wis. Stats., school districts could request, as a part of a grant proposal, a waiver of a specific state law or rule or federal law or regulation administered by the department. No such requests were received in relationship to grants sought or awarded under the statutory provisions during 1991-1993.

Appendix D

Collaborative Program Grants 1991-93 Biennial Report

Beginning in the 1992-93 school year, the Bureau for Educational Equity Programs administered the following collaborative grant programs created through 1991 Wisconsin Act 269.

Collaborative Project Grants (s. 115.28 (35), Stats.)

The Act appropriated \$300,000 for projects conducted in collaboration with the county social services department or the county human services department that integrate social services and school responsibilities as they relate to pupils and their parents. Under this program, a three-year grant of \$100,000 per year was awarded to a rural, suburban, and an urban school district.

Preference was given to projects that provide for the delivery of services in a single location. Additionally, preference also was given to projects that involve parents and community representatives and county social and human services department personnel in the development of the proposals and provide for ongoing involvement of an advisory group.

The department promulgated administrative rules, Chapter PI 39, to establish application procedures and priorities in awarding grants.

Collaborative Service Program Grants (s. 115.40, Stats.)

The Act appropriated \$325,000 for projects designed to improve the academic achievement of pupils; to increase efficiency in the delivery of services by reducing duplication; and to foster cooperation among one or more schools, service providers, families and pupils. School districts, public agencies and private, nonprofit community-based organizations were eligible to apply on a cooperative basis. Grants were awarded only where the percentage of the participating school districts membership for whom aid to families with dependent children was being received was greater than 5 percent. Six grants were awarded under the grant program.

The state superintendent and the secretary of health and social services jointly determined grant awards to applicants whose proposals have a high proportion of children at risk and dropouts, involve two or more agencies, create greater access to community based support services and provide case management services.



AMERICAN INDIAN LANGUAGE and CULTURE EDUCATION BOARD

Appendix E

The Status of Indian Education in the State of Wisconsin 1991-93 Biennial Report

The American Indian Language and Culture Education Board (AILCEB), in coordination with the Department of Public Instruction (DPI), submits this biennial report to the governor and the legislature as required under ss. 115.74(4) and 15.04(1)(d), Wis. Stats.

Overview

The American Indian Language and Culture Education Board was established by 1979 legislation. It is composed of 13 members appointed by the governor, from recommendations by various tribes, bands, and Indian organizations in the state, for staggered four-year terms. The AILCEB is attached to the Department of Public Instruction for administrative purposes. Board duties include advising the State Superintendent of Public Instruction, Board of Regents of the University of Wisconsin System, Higher Educational Aids Board (HEAB), and Board of Vocational, Technical and Adult Education (VTAE) on all matters relating to the education of American Indians. The board convenes 11 times a year at locations throughout the state to afford tribes and educational communities access to meetings.

The AILCEB evaluates Special Projects recommended for HEAB funding and assesses K-12 American Indian language and culture education programs. The board was actively involved in developing certification standards for teachers of Indian language and Indian history and culture and helped design legislation which established DPI's Indian studies program and required instruction in Wisconsin Indian history in public schools. The board responds to requests for review of materials written about Wisconsin Indian history and contemporary issues. In response to inquiries regarding the use of Indian logos, the AILCEB passed a resolution on May 18, 1992, calling for the elimination of all Indian images/caricatures when deemed offensive by local Indian tribes (see Resolution 1-92). The board provides Wisconsin Indian representation on state and regional educational advisory committees, inservices for educators, and testimony to the legislature.

For further information regarding the charts and summaries that follow, contact staff or members through the AILCEB office at the Department of Public Instruction, Post Office Box 7841, Madison, WI 53707, (608) 267-9232.

American Indian Language and Culture Education Board

Members

Alfred Pyatskowit, Chair
Shawano, WI
(Menominee)

Thelma McLester, Vice Chair
DePere, WI
(Oneida)

Mary Duffy
Bayfield, WI
(Red Cliff Ojibwe)

Anna Rae Funmaker
Black River Falls, WI
(Winnebago)

Ona Garvin
Pittsville, WI
(Winnebago)

William Gollnick
Oneida, WI
(Oneida)

Georgianna E. Ignace
Brookfield, WI
(Menominee)

Dana Jackson
Ashland, WI
(Bad River Ojibwe)

Sarah LaBarge
Lac du Flambeau, WI
(Lac du Flambeau Ojibwe)

Joyce M. Maki
Lac du Flambeau, WI
(Lac du Flambeau Ojibwe)

David Merrill
Hertel, WI
(St. Croix Ojibwe)

Elaine Peters
Keshena, WI
(Menominee)

Rick St. Germaine
Eau Claire, WI
(Lac Courte Oreilles Ojibwe)

Staff and Administrative Liaisons

Barbara Thomas, AILCEB Staff
Madison, WI

Arthur Gill, HEAB Liaison
Madison, WI

Steven B. Dold, DPI Liaison
Madison, WI

Gerri Kaufmann, WBVTAE Liaison
Madison, WI

Andrea Arenas, UW System Liaison
Madison, WI

American Indian/Alaskan Native (AI/AN) Enrollments

The steady increase in AI/AN enrollments in Wisconsin public schools is shown below. The following CESA chart and map illustrate the 1992-93 distribution of AI/AN enrollments in Wisconsin.

Increase In AI/AN Enrollments

Year	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Enrollment	8,118	8,696	8,797	8,986	9,090	9,597	9,826	9,971	10,471

1992-93 AI/AN Enrollments by Cooperative Educational Service Agency (CESA)

	<u>Females</u>	<u>Males</u>	<u>Total</u>
CESA 1	940	928	1,868
CESA 2	229	216	445
CESA 3	15	18	33
CESA 4	239	229	468
CESA 5	225	217	442
CESA 6	267	330	597
CESA 7	740	748	1,488
CESA 8	975	1,015	1,990
CESA 9	333	365	698
CESA 10	91	114	205
CESA 11	294	276	570
CESA 12	<u>833</u>	<u>950</u>	<u>1,783</u>
	5,181	5,406	10,587



Special Projects and Funding Levels

Special Project proposals are submitted to the AILCEB by institutions of higher education serving significant numbers of American Indian students. Based on recommendations from the AILCEB, the following projects were funded by the HEAB:

Institution	Project Title	1991-92 Funding	1992-93 Funding
Lac Courte Oreilles Ojibwa College	Tribal Advocate At-Law	\$35,200	\$20,000
Mt. Senario College	Weekend College	18,000	16,500
Nicolet Area Technical College	Lac du Flambeau Early Childhood Certification	n/a	16,361
Northland College	Community Education	36,000	31,500
St. Norbert College	Menominee Indian Career Ladder Education (Oneida added 1992-93)	18,000	13,200
UW-Stevens Point	Weekend College	28,000	25,000

Because special project monies come from the Wisconsin Indian Grant (WIG) fund, the board and HEAB have developed guidelines that recycle unspent first and second semester special project money so it is available to full-time students. The number of Indian grants awarded in the 1992-93 academic year, including special projects, totaled \$1,515,264.

American Indian Language and Culture Education Programs

Applications for American Indian language and culture education programs are reviewed and approved for funding with the required fiscal audits conducted by the Federal Aids and Audit Section of DPI.

School	Academic Year	Number of Students
Indian Community School Milwaukee	1991-92	98
	1992-93	130
Lac Courte Oreilles Ojibwa School Hayward	1991-92	194
	1992-93	209
Menominee Tribal School Neopit	1991-92	190
	1992-93	210
Oneida Tribal School Oneida	1991-92	372
	1992-93	431

Recommendations

The American Indian Language and Culture Education Board makes the following recommendations to the governor, legislature, and state agencies for improving Indian education in Wisconsin:

Board of Vocational, Technical, and Adult Education

1. Provide a status report on the Indian education provisions recommended by the Governor's Commission on Minority Participation in Vocational-Technical Education.
2. Establish American Indian support centers on campuses that recruit Indian students.

Department of Public Instruction

1. Continue to advocate for increasing the total appropriation for American Indian language and culture education programs in alternative schools so the programs can be reimbursed the intended \$185 per student.
2. Continue to advocate for revising the Indian home-school coordinator grant with the following changes:
 - Schools with 50 percent or more American Indian enrollment or 200 or more American Indian enrollment will be eligible to apply.
 - Two-year grants for two positions will be awarded to a district, with the district assuming the cost of one position the second year.
3. Monitor, through standards and teacher training program reviews, compliance in providing instruction in Wisconsin Indian history, culture, and tribal sovereignty in public schools and teacher training programs.
4. Reinstate the second Indian education consultant position within the Indian Studies Program.

Higher Educational Aids Board

1. Appoint an American Indian to the Higher Educational Aids Board.
2. Charge actual credits earned against a student's financial aid eligibility rather than using the current ten-semester limit.

University of Wisconsin System

1. Appoint an American Indian to the UW Board of Regents.
2. Actively recruit American Indian faculty and staff through the "grow your own" program and from outside the UW System.
3. Retain or establish American Indian support services at campuses that recruit American Indians.

4. Establish a northern office of the UW System Minority Information Center to better serve the state's Indian population.
5. Provide a status report on *Recommendations to UW System to Meet the Needs of American Indians in Wisconsin*, presented August 1987 to Eugene Trani, Vice President for Academic Affairs.

American Indian Language and Culture Education Board

Resolution 1-92

Whereas, the use of American Indian logos and mascots by public schools has caused immeasurable harm by perpetuating stereotypes of a racial group, and that no other racial group has had its dignity denigrated by society by the use of said logos; and

Whereas, the American Indian Language and Culture Education Board has kept abreast of the strong feelings of American Indian people throughout the state who have objected to the continued use of Indian logos and mascots; and

Whereas, the use of American Indian logos and mascots presented by public schools as a "symbol of respect and honor" is a misguided representation because the schools do not understand the significance or the diversity of the histories and cultures of the more than 500 Indian tribes residing in the United States (hence, the reason for the 1989 Wisconsin Act 31 requiring all districts to teach Wisconsin Indian histories); and

Whereas, the American Indian Language and Culture Education Board is legislatively charged with advising the Higher Educational Aids Board, the UW System, the Wisconsin Board of Vocational, Technical, and Adult Education, and the Department of Public Instruction;

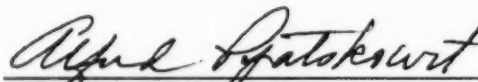
Now, therefore, be it resolved by the American Indian Language and Culture Education Board that

- (1) the use of Indian images/caricatures, logos, and mascots by all public and private schools (K-12 through postsecondary) be eliminated when the local tribal governing body or, in its absence, a state Indian education body designates such as racially offensive;
- (2) the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association aggressively encourage all schools to review their mascot policies for racial connotations.

The undersigned officer of the American Indian Language and Culture Education Board does hereby certify that the foregoing resolution was adopted at a duly called meeting of the board on May 18, 1992.

May 18, 1992

Date


Alfred Pyatskowitz, Chairman

Appendix F

The Council On Library and Network Development 1991-93 Biennial Report

The Council on Library and Network Development (COLAND) consists of eight public members and seven professional librarians. Appointed by the governor, the council advises the state superintendent and the Division for Library Services on issues related to library development, interlibrary cooperation and network development. Specific duties include making recommendations on standards for the certification of public librarians and for public library systems; advising on general policies and activities for developing school library media programs and interlibrary cooperation; preparing a biennial report describing the progress of library services; recommending improvements for library services; receiving complaints, suggestions and inquiries regarding library services; and advising the state superintendent and division on actions to be taken.

In the 1991-93 biennium, the council considered issues relating to public library certification, WISCAT task force recommendations, telecommunications policy, joint/school public libraries, public library system requirements and state and federal legislation.

Public Librarian Certification — The council established a committee in 1991 to review the requirements for public librarian certification. The committee's recommendations were published in January, 1992 and hearings were held on May 8, 1992. The council approved modified recommendations after comments from the Wisconsin Association of Public Librarians were reviewed.

WISCAT Task Force — The council recommended that a task force review the methods and practices used by libraries to update the WISCAT database, examine how the development of local automated systems would affect WISCAT, and make recommendations on the format of WISCAT. The council reviewed the task force's report and made recommendations to the state superintendent.

Telecommunications Policy — The council reviewed information about the WiscNet and Internet networks, supported a policy developed by division staff concerning activities designed to encourage and enable libraries to use these networks, and reviewed recommendations from a study on distance education.

Joint/School Public Libraries — The council appointed a committee to determine the extent to which the division's policy should be revised on school and public libraries sharing the same facility.

Public Library Systems — The council requested the division staff to provide briefings on public library service standards as required under Chapter 43, Wis. Stats. The review of the standards is a continuing council activity.

State and Federal Legislation — The council took an active role in the legislative arena. It reviewed and approved the portion of the department's 1991-93 budget request that was related to library services, and sent a letter to the governor informing him of this action. The council recommended potential changes to be made to the public library system funding formula, and supported two pieces of federal legislation: the Elementary and Secondary School Library Media Act and the Government Printing Office (GPO) Wide Information Network for the Data Online Act of 1991.

COLAND Membership — The COLAND members are: Ruth Schmidt, chair; Miriam Erickson, vice chair; Pat LaViolette, secretary; Elizabeth Tardola, member-at-large; Paul Dietz, Norman Gill, Richard Haas, Marion Howard, Jan Jeffcoat, Timothy Laatsch, Milton Mitchell, Carol Nelson, Ileen Sikowski, Gyneth Slygh and Bill Wilson.